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ABSTRACT

This volume of the National Longitudinal Transition Study of Special Education Students (NLTS) offers statistical data relating to 475 students (ages 13-21) with health impairments, defined to include youth having limited strength, vitality, or alertness due to chronic or acute health problems that adversely affect education performance (includes autistic youth). The study design involved a survey of parents/guardians, examination of school records, and a survey of school programs. Forty-three tables present data on: youths' individual and household characteristics (demographic characteristics, self-care skills, functional skills, assistive devices, parental expectations for futures of youth); characteristics of students' school and educational programs (enrollment, staffing, policies, coordination, transition planning, educational placements, course- taking); programs available (vocational education, vocational assessment/counseling, work adjustment training); services received (vocational services, counseling, occupational therapy, tutors, readers, interpreters, speech/language therapy, physical assistance, transportation assistance); and youth outcomes (educational achievements, school completion, independence, social experiences, postsecondary education, employment.) The tables present data by type of community, gender, age, school status, household income, ethnicity, and head of household education. The volume also outlines the purposes of the study and the research methodology. Appendices provide information on interpreting variables and present data tables relating to specific subgroups. Includes two references. (JDD)

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THE NATIONAL LONGITUDINAL TRANSITION STUDY OF SPECIAL EDUCATION STUDENTS

Statistical Almanac, Volume 9: Youth Categorized as Other Health Impaired

July 1990

Prepared for:

The Office of Special Education Programs
U.S. Department of Education

Prepared by:

Kathryn A. Valdés
Cynthia L. Williamson
Mary M. Wagner

The National Longitudinal Transition Study of Special Education Students is being conducted by SRI International under Contract 300-87-0054 with the Office of Special Education Programs, U.S. Department of Education.

EC 333635

SRI International

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INTRODUCTION

This volume of the statistical almanacs is a compendium of descriptive data from the first wave of data collection of the National Longitudinal Transition Study of Special Education Students (NLTS). It reports on characteristics, experiences, and achievements of youth who were categorized as having health impairments by the schools or school districts they attended as special education students in the 1985-86 school year. Eight companion volumes provide similar information for youth classified into other disability categories; an overview volume in the series presents data for youth in all 11 federal disability categories.*

To provide a context for understanding the nature of the data reported in the statistical almanacs, the following sections of this introduction describe the procedures used to collect information, the sample of youth on which the study is based, statistical weighting procedures, and the generalizability of study results. As an aid in interpreting the data, the introduction concludes with a discussion of caveats that readers should keep in mind as they use NLTS data. Appendix A provides additional information about selected variables presented in the almanacs that clarifies their interpretation.**

Purposes of the NLTS and the Statistical Almanac Series

The NLTS was mandated by the U.S. Congress in 1983 to provide information to practitioners, policymakers, researchers, and others in the special education community regarding the transition of youth with disabilities from secondary school to early adulthood. The Office of Special Education Programs (OSEP) of the U.S. Department of Education contracted with SRI International to determine a design, develop and field test data collection instruments, and select a sample of students for a study that would meet the congressional mandate. In April 1987, under a separate contract, SRI began the actual study.

In the field of research on youth with disabilities, the NLTS is unique in several respects. For many years, the research base on youth with disabilities has consisted largely of studies of relatively few youth who were in particular disability categories, in a few school districts or a single state, or in a specific educational placement or treatment program. It has been very difficult to paint a broad picture of students from this fragmented research base. With the NLTS, findings are based on a sample that is large and nationally representative. The data presented here were collected in 1987 for a sample of more than 8,000 youth who represent the national population of secondary special education students who were ages 13 to 21 in the 1985-86 school year. The sample permits us to estimate with fairly high precision many of the characteristics of youth with disabilities and their experiences in adolescence and early adulthood. Further, the sample is nationally representative of 1985-86 secondary special education students both as a whole and for those in each of the 11 federal disability categories separately (see the "Descriptive Results" section for definitions of these categories). Therefore, for the first time we know what the transition experiences were for youth with health impairments, for example, and how they differed from those of youth with orthopedic impairments or multiple handicaps.

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* All volumes of the statistical almanac series are listed at the conclusion of this introduction.

** Variables discussed in Appendix A include IQ scores; items related to self-care skills, assistive devices receipt of support services; grade point average; and items concerning alterations made to the home, secondary school enrollment and completion status, enrollment in a special school, and participation in occupationally-oriented vocational education.

The NLTS is also unusual in its longitudinal design. The students for whom data were gathered in 1987 are being retained in the study so that follow-up data can be collected about them in 1990. These follow-up data will enable the estimation of trends in experiences as youth age. For example, we will be able to describe the movement in and out of jobs and in and out of school that often characterizes youth in their early adult years.

Finally, the NLTS is extremely broad in scope, gathering information on a wide range of characteristics, experiences, and outcomes of youth with disabilities, including the following:

- ***Individual and family characteristics*** (e.g., demographics, disability-related characteristics).
- ***Independent functioning*** (e.g., residential independence, financial independence, functional abilities).
- ***Social experiences*** (e.g., belonging to school or community groups, socializing with friends).
- ***School programs*** (e.g., courses taken, support services provided, educational placements).
- ***School characteristics and policies*** (e.g., type of school attended, policies related to mainstreaming, programs available for special education students).
- ***School achievement and completion*** (e.g., grades received, absenteeism, dropout/graduation behaviors).
- ***Employment characteristics*** (e.g., rates of employment, job types and duration, wages).
- ***Postsecondary education participation*** (in vocational schools and 2-year and 4-year colleges)

- ***Services provided by the school and other sources*** (e.g., job training, physical therapy, counseling).
- ***Parental expectations for youth in the areas of education, employment, and independence.***

This breadth of scope provides the most comprehensive picture yet available of youth with disabilities during adolescence and early adulthood.

Many people will be interested in using information from the NLTS for a variety of purposes, and data and findings will be available in a variety of forms. The NLTS project staff from OSEP and SRI will publish reports, papers, and articles on a wide range of topics and offer presentations of findings to many appropriate audiences. However, the richness of the database will support many analyses that are not on the research agenda of the NLTS project itself. For those interested in analyzing the NLTS database to address their own research questions, a data tape and documentation are available for purchase. Others will have questions that can easily be informed by NLTS data without the need for additional computer analyses. The statistical almanacs are intended to satisfy this type of information need.

NLTS data are compiled in the form of statistical almanacs as a way of informing audiences about the breadth of information available from the study. The format of the almanacs is intended to give users a broad understanding of the secondary school and transition experiences of youth with disabilities as a whole and to permit comparative analyses of the experiences and outcomes of youth in each of the 11 federal disability categories. When the NLTS is completed, similar almanacs will report follow-up data, permitting users to identify trends in experiences over time.

Components of the NLTS

The NLTS has several components:

- ***The Parent/Guardian Survey***. In the summer and fall of 1987, parents were interviewed by telephone to determine information on family background and expectations for the youth in the sample, characteristics of the youth, experiences with special services, the youths' educational attainments (including postsecondary education), employment experiences, and measures of social integration. Parents rather than youth were selected as respondents for the first wave of data collection because of the need for family background information and because, with most students still being in secondary school and living at home, parents were believed to be accurate respondents for the issues addressed. This survey is expected to be repeated in 1990, when youth will be interviewed if they are able to respond.
- ***School Record Abstracts.*** Information has been abstracted from students' school records for their most recent year in secondary school (either the 1985-86 or 1986-87 school year). This information relates to courses taken, grades

achieved (if in a graded program), placement, related services received from the school, status at the end of the year, attendance, IQ, and experiences with minimum competency testing. School transcripts will be collected in 1990 for youth who have been in secondary school at any time since the 1986-87 school year.

- ***School Program Survey***. Schools attended by sample students in the 1986-87 school year were surveyed for information on enrollment, staffing, programs and related services offered to secondary special education students, policies affecting special education programs and students, and community resources for the disabled.
- ***Explanatory Substudies***. Studies involving subsamples of youth are looking in greater depth at students' secondary school programs, the patterns of transition outcomes achieved by youth who were out of secondary school, and the relationship between school experiences and outcomes. Substudies are ongoing, and data from them are not included in this almanac series.

The NLTS Sample

The NLTS sample was constructed in two stages. A sample of 450 school districts was randomly selected from the universe of approximately 14,000 school districts serving secondary (grade 7 or above) special education students,* which had been stratified by region of the country, a measure of district wealth involving the proportion of students in poverty (Orshansky percentile), and student enrollment. Because not enough districts agreed to participate, a replacement sample of 178 additional districts was selected. More than 80 state-supported special schools serving secondary-age deaf, blind, and deaf-blind students were also invited to participate in the study. A total of 303 school districts and 22 special schools agreed to have their students selected for the study.

Analysis of the potential bias of the district sample indicated no systematic bias that would have an impact on study results when participating districts were compared to nonparticipants on several characteristics of the students served, participation in Vocational Rehabilitation programs, the extent of school-based and community resources for the disabled, the configuration of other education agencies serving district students, and metropolitan status (see Javitz and Wagner, 1990 for more information on the LEA sample). Bias may exist, of course, on factors for which data were not available for such comparisons.

Students were selected from rosters compiled by districts, which were instructed to include all special education students in the 1985-86 school year who were in grades 7 through 12 or whose birthdays were in 1972 or before, whether or not they were served within the district or outside the district (e.g., in a state-supported residential school). Rosters were stratified into 3 age groups (13 to 15, 16 to 18, over 18) for each of the 11 federal disability categories and youth were randomly selected from each age/disability group so that approximately 800 to 1,000 students were selected in each disability category (with the exception of deaf-blind, for which fewer than 100 students were served in the districts and schools included in the sample).

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* Special education cooperatives and other special service units were not sampled directly (83% of special education students are served directly by school districts; Moore et al., 1988). However, instructions to districts for compiling student rosters asked districts to include on their listing any students sent from their district to such cooperatives or special service units. Despite these instructions, some districts may have underreported students served outside the district.

In part because of the time lapse between sample selection and data collection, many students could not be located at the addresses or telephone numbers provided by the schools. Of the 12,833 students selected for the sample, about one-third could not be reached by telephone for the parent interview. (For more than half of these, addresses and telephone numbers were not provided by the schools/districts from which they were sampled.) This relatively high rate of inability to reach sample members confirmed the importance of including in the NLTS a substudy of nonrespondents to determine whether those who were reached for the telephone interview were a representative sample of the population to which the study was intended to generalize. To identify whether bias existed in the interview sample, interviewers went to 28 school districts with relatively high nonresponse rates to locate and interview in person those who could not be reached by telephone. Of the 554 sought for in-person interviews, 442 were found and interviewed, a response rate of 80%. A comparison of telephone interview respondents with in-person interview respondents showed that the telephone sample underrepresented lower-income households. The sample was reweighted to adjust for that bias, as described in the next section.

Of the 10,369 sampled students for whom addresses or telephone numbers were provided by schools or districts, some portion of the needed data was collected for 84%; the response rates for individual components of the study were as follows:

	N	Response Rate
Parent interview	7619	71%
School records	6241	60
School survey	6672	64

Weighting Procedu[illegible]nd the Population to Which Data Generalize

Youth with disabilities for whom data could be gathered were weighted to represent the U.S. population of special education students in the 1985-86 school year who were in grades 7 through 12 or at least 13 years old. Because it is a sample of students at various ages, the NLTS sample does not generalize to youth who had dropped out of school before that age. For example, the sample of 18-year-olds generalizes to youth who were 18 and still in secondary school in 1985-86, not to all 18-year-olds with disabilities, many of whom may have left school at an earlier age.

In performing sample weighting, three mutually exclusive groups of sample members were distinguished:

(A) Youth whose parents responded to the telephone interview.

(B) Youth whose parents did not respond to the telephone interview but were interviewed in person.

(C) Youth whose parents did not respond to either the telephone or in-person interview but for whom the we obtained a record abstract.

A major concern in weighting was to determine whether there was a nonresponse bias and to calculate the weights in such a way as to minimize that bias. There was a potential for three types of nonresponse bias:*

(1) Bias due to the inability to locate respondents because they had moved or had nonworking telephone numbers.

(2) Bias due to refusal to complete an interview (only 3% of those available to be interviewed refused).

(3) Bias due to circumstances that made it infeasible to locate or process a student's school record.

Of these three types of nonresponse, the first was believed to be the most important, in terms of both frequency and influence on the analysis. Type 1 bias was also the only type of nonresponse that could be estimated and corrected.

The magnitude of type 1 nonresponse bias was estimated by comparing responses to items available for the three groups of respondents (after adjusting for differences in the frequency with which youth in different disability categories were selected and differences in the size of the LEAs selected). Group A was wealthier, more highly educated, and less likely to be minority than group B. In addition, group A was more likely to have students who graduated from high school than group B or C (which had similar dropout rates). Groups A and B were compared on several additional measures for which data were unavailable for group C. The youth described by the two groups were similar on these additional items, including gender, employment status, pay, functional skills, association with a social group, and length of time since leaving school. Adjusting the weights to eliminate bias in the income distribution eliminated bias in parental educational attainment and ethnic composition, but did not affect differences in

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* We assumed that nonrespondents who could not be located because LEAs did not provide student names would have chosen to participate at about the same rate as parents in districts in which youth could be identified. The remaining nonrespondents would presumably have been distributed between the three types of nonresponse mentioned above.

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dropout rates. It was also determined that groups B and C were large enough that if they were treated the same as group A in the weighting process, the resulting dropout distribution would be approximately correct.

Weighting was accomplished using the following steps:

- Data from groups A and B were used to estimate the income distribution for each disability category that would have been obtained in the absence of type 1 nonresponse bias.
- Respondents from all three groups were combined and weighted up to the universe by disability category. Weights were computed within strata used to select the sample (i.e., LEA size and wealth, student disability category and age).
- Weights from three low-incidence disability categories (deaf, orthopedically impaired, and visually impaired) were adjusted to increase the effective sample size. These adjustments consisted primarily of slightly increasing the weights of students in larger LEAs and decreasing the weights of students in smaller LEAs. Responses before and after these weighting adjustments were nearly identical. In addition, because there were only three deaf/blind youth from medium-size or smaller districts, who had large weights, they were removed from the sample to increase the effective sample size. Thus, NLTS results do not represent the very small number of deaf/blind students in medium-size or smaller LEAs.
- The resulting weights were adjusted so that each disability category exhibited the appropriate income distribution estimated in step 1 above. These adjustments were of modest magnitude (relative to the range of weights within handicapping condition); the weights of the poorest respondents were multiplied by a factor of approximately 1.6 and the weights of the wealthiest respondents were multiplied by a factor of approximately .7.

Estimation of Standard Errors

The tables in the "Descriptive Results" section present data for the full sample of youth with disabilities and for important subgroups, as defined at the beginning of that section. Most of the variables presented in the tables are reported as percentages of youth in the full sample or in the subgroups. In some cases, rather than percentages, the figures refer to means, such as the mean wage earned by employed youth or the mean number of students enrolled in schools attended by youth. Percentages and means are weighted to represent the national population of youth with disabilities and youth in each disability category. However, the percentages and means are only estimates of the actual percentages and means that would be obtained if all youth with disabilities were included in the study. These estimates vary in how closely they approximate the true measures that would be derived from a study of all youth. To aid the reader in determining the precision of the estimates, for each percentage and mean the tables present the approximate standard error and the unweighted number of cases on which the statistic is based.

To determine the precision of a particular percentage or mean, the reader can construct a confidence interval for the estimate by multiplying the standard error by 1.96. The result is the range around the estimate within which the true measure would be found 95 out of 100 times. For example, the NLTS estimates that 88.8% of youth with disabilities attended a comprehensive secondary school during their most recent year in school. The standard error of that estimate, .9, is multiplied by 1.96, letting us assume with 95% confidence that the true rate of attendance at comprehensive secondary schools falls within a range of ±1.8 percentage points, or 87% to 90.6%.

Readers may also want to compare percentages or means for different subgroups to determine, for example, whether the difference in employment rates for males and females with health impairments is statistically significant. To calculate whether the difference between percentages is statistically significant with 95% confidence (often denoted as $p<.05$), the squared difference between the two percentages of interest is divided by the sum of the two squared standard errors. If this product is larger than 3.84, the difference is significant. Presented as a formula, a difference in percentages is statistically significant at the .05 level if:

$$\frac{(P_1 - P_2)^2}{SE_1^{\,2} + SE_2^{\,2}} > 1.96^2$$

where P_1 and SE_1 are the first percentage and its standard error and P_2 and SE_2 are the second percentage and its standard error.

The standard errors for the NLTS were computed using procedures that differ from standard calculation routines. Such routines assume a simple random sample. However, the NLTS used a stratified cluster sample design, which introduces design effects that reduce the precision of estimates for a sample of a given size, compared with a simple random sample. The design effects within the NLTS affect the precision of estimates to varying degrees for different subpopulations and different variables. Pseudo-replication is widely accepted as a variance estimation technique in the presence of design effects. However, it is not cost-effective for estimating the standard errors of the thousands of variables and subpopulations tabulated in the 10 volumes of the statistical almanacs. Therefore, pseudo-replication was conducted on a limited number of variables to calibrate an approximation formula that is cost- effective for purposes of the almanacs, using the following procedures:

- A set of 25 variables representing the parent interview, school program survey, and record abstract was identified for the purpose of developing a statistical approximation formula; these included 16 nominal variables and 9 continuous variables.

- Standard errors of the weighted means of the selected variables were estimated in two ways. The first procedure involved pseudo- replication. For each variable, standard errors were calculated for students in each handicap category and for the total sample (300 standard errors) using a partially balanced experimental design specifying how students were to be allocated to 16 half-samples. The sample was split on the basis of the school districts and special schools from which youth were originally sampled. Districts and schools were paired on the basis of enrollment and a measure of poverty, and one member of each pair was assigned to each half-sample. Sample weights for students were computed for each half-sample as if those in the half-sample were the only study participants.

  The following formula was used to estimate the standard error of the mean for students in all conditions:

  $$\text{Standard error} = [(1/16)\ \Sigma_i\ (M_i - M)^2]^{1/2}$$

  where M_i is the mean calculated for students in one of the 16 half- samples), M is the mean response calculated from the full sample, and the summation extends over all 16 half-samples. (Note that responses to questions from the school program survey were attached to the records of students in the responding schools so that means for these items were computed using student weights.)

- The second estimation procedure involved an approximation formula based on an estimate of the effective sample size for each handicap category and the total sample. The sampling efficiency (E) for a group was calculated using the following formula:

  $$E = M_w{}^2/(M_w{}^2 + S_w{}^2)$$

  where M_w and S_w are the mean and standard deviation of the student weights over all members of the group. The approximation formula for the standard error of the weighted mean of nominal variables is:

  $$\text{Standard error} = [P(1-P)/(E \times N)]^{1/2}$$

  where P is the full-sample weighted proportion of "yes" responses to a particular question in the group, N is the unweighted number of "yes" or "no" responses to the question in the group, and E is the sampling efficiency of the group. The approximation formula for the standard error of the mean of a continuous variable is:

  $$\text{Standard error} = [S^2/(N \times E)]^{1/2}$$

  where S^2 is the variance of responses in the group for the continuous variable (computed with frequencies equal to full-sample weights) and N is the unweighted number of respondents to the question in the group. These formulas were used to compute a total of 300 standard errors for the same variables and groups addressed using pseudo-replication.

- To assess the accuracy of the standard errors produced by these formulas, we used scatter plots to compare them with standard errors produced using pseudo-replication. For both nominal and continuous variables, the approximate best fit was a 45 degree line. That is, on average, the formula based on estimates of effective sample size neither systematically overestimated nor underestimated the standard error obtained using pseudo-replication, arguing for use of the more cost-effective estimation formulas. However, because error remains in the estimates that might result in underestimating the true standard errors in some instances, we took a conservative approach and multiplied the standard errors produced using the estimation formulas by 1.25. The vast majority of the standard errors so obtained were larger than the standard errors obtained by pseudo-replication. Thus, the standard errors included in the almanacs were calculated using the effective sample size estimation formulas and increased by a factor of 1.25.

Caveats to Users of the Data

To minimize the potential that data in the statistical almanacs will be misinterpreted, the user should keep in mind the following considerations.

- ***Estimation of Sampling Errors***. The data tables contain approximate standard errors for means and percentages; the previous section instructs users in how to use them to calculate confidence intervals and to determine whether differences between estimates are statistically significant. Users should interpret data in light of the standard errors. Percentages or means based on subgroups with relatively few cases have a considerably greater margin of error than those based on larger subgroups.

- ***Subgroup Definitions***. The "Descriptive Results" section begins with a definition of the subgroups for which data are reported. Users should be clear about the definition of these groups to avoid misinterpreting the brief labels contained in the tables. Of particular note are the subgroups based on the youth's designated disability. Assignment to a disability category is based on the primary disability designated by the youth's school or district in the 1985-86 school year. Category definitions, assessment methods, and rules of thumb for categorizing students vary widely between states and often between school districts within states. NLTS data should not be interpreted as describing youth who truly had a particular disability, but rather as describing youth who were categorized as having that disability by their school or district. Further, youth who had been institutionalized more than a year are included in the base on which statistics are calculated only for Tables 1, 3, 4, 8, 28 through 35, and 38; they are excluded from other tables because of the skip logic of the interview.

- ***Sources of Data and Data Reliability***. Each table indicates the source of the data reported in it (e.g., parent interview, school records). The confidence the user places in the data should be based in part on a recognition of their source. The accuracy of parent reports about their adolescent or adult children may vary depending on the subject of an item. For example, parents were expected to be quite accurate reporters of data on family characteristics, but to be less aware of--and, therefore, report less accurately on--the kinds of services their children were provided in school or by other agencies. When two sources of data were available for a given item (e.g., parent reports and school record indications of whether the youth graduated or dropped out), consistency checks were performed. For many variables, a high level of agreement was found; for other items, larger discrepancies were noted. Appendix A presents decision rules used to resolve such discrepancies. However, for most items, only one source of data was available, making it impossible to verify the accuracy of the responses. Specific data items potentially subject to bias as discussed in Appendix A.

- ***Items of a Sensitive Nature***. A few items in the parent interview asked parents to report what they might consider negative behaviors on the part of their children, such as whether the youth had ever been arrested or been fired from a job. The tendency for respondents to give socially acceptable answers to such items raises the question of the accuracy of parent reports for sensitive items. Although there is no objective validation of responses available to the NLTS, several factors suggest that parent reports produced generally valid data for these items: a low level of nonresponse to such items; a reasonably large number of respondents reporting negative behaviors (e.g., parents of 21% of youth who had been out of school 1 to 2 years indicated the youth had been arrested; 32% of exiters from secondary school were reported to have dropped out of school); and strong evidence of construct validity based on observed relationships among variables.

- ***Missing Data.*** Missing data result from item nonresponse, the absence of the whole instrument from which an item was taken, or a logical skip of an item because it was inappropriate to a particular respondent (e.g., some items were asked only of parents of youth with particular kinds of disabilities). Missing data of all kinds were eliminated from calculations of percentages and means. Hence, the reported percentages and means are based on those for whom the question was appropriate and who answered the question. The approximate standard errors increase as the sample size decreases, drawing the user's attention to statistics that are based on particularly small samples.

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TITLES IN THE NLTS STATISTICAL ALMANAC SERIES

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 1: Overview.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 2: Youth Categorized as Learning Disabled.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 3: Youth Categorized as Emotionally Disturbed.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 4: Youth Categorized as Speech Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 5: Youth Categorized as Mentally Retarded.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 6: Youth Categorized as Visually Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 7: Youth Categorized as Hearing Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 8: Youth Categorized as Orthopedically Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 9: Youth Categorized as Other Health Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 10: Youth Categorized as Multiply Handicapped.

DESCRIPTIVE RESULTS

This section of the statistical almanac presents data related to special education students categorized by the school or district they attended in the 1985-86 school year as having health impairments. This category is defined to include youth having limited strength, vitality, or alertness due to chronic or acute health problems that adversely affect educational performance (includes autistic youth). The tables describe:

- Youths' individual and household characteristics
- Characteristics of students' schools and educational programs
- Programs available to secondary students with disabilities
- Services received by youth with disabilities
- Youth outcomes.

Each table in the volume has two parts. Part A presents data for the appropriate full sample of youth categorized as having health impairments and for youth with health impairments in the following subgroups:

- ***Community***. The type of community in which the youth last attended secondary school, based on Department of Commerce definitions of metropolitan statistical areas (MSAs), is described as urban (central city within an MSA), suburban (area surrounding a central city with an MSA), or rural (areas outside MSAs).

- ***Gender***. Youth are distinguished as male or female on the basis of parent reports, school rosters, or, in the absence of these sources, inference from the student's name (for a minimal number of cases).

- ***Age in 1987***. Youth are categorized by age as 15 or 16, 17 or 18, or 19 or older on the basis of birthdates provided by schools or parents.

- ***School status***. Using parent and school reports,[*] youth are categorized as:

  - ***In-school***. Enrolled in secondary school in the 1985-86 school year and still enrolled in secondary school at the time of the parent interview.

  - ***Out 1 Year or Less***. Enrolled in secondary school in the 1985-86 school year, and enrolled in secondary school at some time in the year before the parent interview, but no longer enrolled at the time of the interview. These youth include dropouts and completers of the 1986-87 school year.

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[*] See Appendix A for more detailed information on construction of the school status variable

  - ***Out 1 to 2 Years***. Enrolled in secondary school in the 1985-86 school year, not enrolled in secondary school at the time of the parent interview, and not enrolled at any time in the year before the interview. These youth include dropouts and completers of the 1985-86 school year.

- ***Self-Care Ability***. Youth are classified on a scale measuring their ability to perform three self-care tasks. Parents were asked to report how well on their own, without help, youth could dress themselves, feed themselves, and get around outside the home, such as to a neighbor's house or nearby park. Responses were reported on a 4-point scale ranging from "very well" (4 points) to "not at all well" (1 point). Summing responses for the three tasks forms a scale ranging from 3 to 12. Youth were classified as having low self-care ability if they scored from 3 to 8, medium ability if they scored from 9 to 11, and high ability if they scored 12.

Part B of each table presents data for the following subgroups of youth classified as having orthopedic impairments:

- ***Household Income***. Youth are distinguished as to whether parents reported the annual 1986 household income before taxes as less than $12,000, $12,000 to $24,999, or $25,000 or more.

- ***Ethnicity***. Using parent reports, youth are categorized as Black, White, or Hispanic. Youth from other ethnic backgrounds (e.g., Asian, Alaskan native) are too few to distinguish as a separate category.

- ***Head of household education***. Using parent reports, youth are distinguished according to whether the head of household did not complete high school, was a high school graduate with no college training, or had some college education or a college or graduate degree.

Note that many items in the almanacs permitted more than one response so that percentages often will not add to 100%. Sample sizes vary among tables for the same group because of differing response rates for items taken from different instruments. Also, the sample sizes for subgroups may not sum to the sample size in the total column because of missing values for the variables used to define the subgroups. Some items refer only to specific subgroups (e.g., grade point average for students receiving grades). Appendix B contains data tables that present the size of these subgroups (e.g., the weighted percentage and unweighted number of students who received grades). Statistics based on subgroups of fewer than 15 respondents are omitted. Standard errors are in parentheses.

Statistical Tables

Table 1A: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

Characteristics of Youth	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage of youth:															
15 or 16 years old	29.2	34.5	37.0	18.3	29.1	29.2	100	0.0	0.0	39.4	6.4	6.4	18.6	27.3	34.0
	(3.1)	(4.3)	(9.0)	(7.0)	(4.2)	(4.7)	(0.0)	(0.0)	(0.0)	(4.1)	(4.5)	(4.2)	(7.6)	(7.0)	(4.4)
17 or 18 years old	40.5	39.5	41.7	53.1	40.4	40.7	0.0	100	0.0	47.1	41.5	13.4	31.1	44.2	41.8
	(3.4)	(4.4)	(9.2)	(9.0)	(4.5)	(5.1)	(0.0)	(0.0)	(0.0)	(4.2)	(9.1)	(5.8)	(9.1)	(7.8)	(4.6)
19 to 21 years old	27.4	22.2	20.7	28.6	26.6	28.4	0.0	0.0	90.3	12.6	43.3	73.0	37.7	25.0	23.2
	(3.1)	(3.7)	(7.5)	(8.2)	(4.1)	(4.7)	(0.0)	(0.0)	(3.7)	(2.8)	(9.1)	(7.6)	(9.5)	(6.8)	(3.9)
More than 21 years old	3.0	3.8	0.6	0.0	4.0	1.7	0.0	0.0	9.7	0.9	8.8	7.1	12.6	3.5	1.0
	(1.2)	(1.7)	(1.4)	(0.0)	(1.8)	(1.3)	(0.0)	(0.0)	(3.7)	(0.8)	(5.2)	(4.4)	(6.5)	(2.9)	(0.9)
Number of respondents	475	249	87	58	272	203	147	168	160	314	72	81	65	98	250
Average age	17.6	17.4	17.1	17.7	17.6	17.5	15.4	17.4	19.9	16.9	18.9	19.3	18.6	17.6	17.3
	(0.1)	(0.2)	(0.3)	(0.3)	(0.2)	(0.2)	(0.1)	(0.1)	(0.1)	(0.1)	(0.3)	(0.3)	(0.4)	(0.3)	(0.2)
Number of respondents	475	249	87	58	272	203	147	168	160	314	72	81	65	98	250
Percentage who were male	56.0	54.9	59.1	55.9	100	0.0	55.9	55.8	56.4	60.1	40.7	49.8	71.6	57.1	51.5
	(3.4)	(4.5)	(9.1)	(9.0)	(0.0)	(0.0)	(5.9)	(5.7)	(6.2)	(4.1)	(9.1)	(8.6)	(8.8)	(7.8)	(4.7)
Number of respondents	475	249	87	58	272	203	147	168	160	314	72	81	65	98	250
Percentage who were:															
Black, not Hispanic	20.3	27.4	9.3	3.2	16.7	24.7	20.3	16.2	26.1	18.9	27.3	19.2	5.6	16.0	24.9
	(2.9)	(4.1)	(5.9)	(3.5)	(3.6)	(4.6)	(4.9)	(4.4)	(5.8)	(3.3)	(8.5)	(7.5)	(4.5)	(5.8)	(4.0)
White, not Hispanic	54.2	33.9	86.8	87.3	60.6	46.4	46.8	61.2	52.0	53.3	59.9	54.7	54.2	65.5	50.3
	(3.6)	(4.3)	(6.9)	(6.7)	(4.7)	(5.4)	(6.1)	(5.8)	(6.6)	(4.3)	(9.3)	(9.5)	(9.8)	(7.5)	(4.7)
Hispanic	22.5	34.6	3.9	5.9	20.1	25.4	27.9	20.5	19.7	24.6	7.7	25.5	35.6	13.5	22.7
	(3.0)	(4.3)	(3.9)	(4.7)	(3.9)	(4.7)	(5.5)	(4.8)	(5.2)	(3.7)	(5.1)	(8.3)	(9.4)	(5.4)	(3.9)
American Indian/Alaskan Native	1.0	0.5	0.0	3.5	0.2	2.1	2.2	0.7	0.3	1.3	0.0	0.6	0.0	3.7	0.3
	(0.7)	(0.7)	(0.0)	(3.7)	(0.4)	(1.5)	(1.8)	(1.0)	(0.8)	(1.0)	(0.0)	(1.5)	(0.0)	(3.0)	(0.5)
Asian/Pacific Islander	1.5	2.6	0.0	0.0	1.6	1.4	2.1	0.8	1.9	1.6	3.0	0.0	4.7	1.3	1.0
	(0.9)	(1.4)	(0.0)	(0.0)	(1.2)	(1.3)	(1.8)	(1.1)	(1.8)	(1.1)	(3.2)	(0.0)	(4.1)	(1.8)	(0.9)
Other	0.5	1.0	0.0	0.0	0.9	0.0	0.7	0.7	0.0	0.3	2.1	0.0	0.0	0.0	0.8
	(0.5)	(0.9)	(0.0)	(0.0)	(0.9)	(0.0)	(1.0)	(1.0)	(0.0)	(0.5)	(2.7)	(0.0)	(0.0)	(0.0)	(0.8)
Number of respondents	437	242	75	48	249	188	138	154	145	300	68	67	65	98	250
Percentage who spoke at home:															
English	87.2	83.5	94.0	100	87.0	87.5	91.8	84.6	86.0	86.1	94.7	85.6	70.2	88.4	90.8
	(2.4)	(3.4)	(5.0)	(0.0)	(3.3)	(3.6)	(3.4)	(4.3)	(4.7)	(3.0)	(4.3)	(6.8)	(9.1)	(5.0)	(2.7)
Another spoken language	8.8	12.2	3.2	0.0	5.9	12.5	7.7	11.0	6.8	9.0	3.7	12.8	11.5	5.8	9.2
	(2.1)	(3.0)	(3.7)	(0.0)	(2.3)	(3.6)	(3.3)	(3.8)	(3.4)	(2.5)	(3.6)	(6.5)	(6.4)	(3.7)	(2.7)
No spoken language	4.0	4.3	2.8	0.0	7.1	0.0	0.5	4.4	7.2	4.9	1.7	1.6	18.3	5.7	0.0
	(1.4)	(1.8)	(3.4)	(0.0)	(2.5)	(0.0)	(0.8)	(2.5)	(3.5)	(1.9)	(2.5)	(2.4)	(7.7)	(3.7)	(0.0)
Number of respondents	428	241	71	46	247	181	137	151	140	296	67	65	62	98	250

Source: Parent interviews.

Table 1B: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Characteristics of Youth	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of youth:									
15 or 16 years old	31.0	25.1	33.5	29.9	25.9	37.1	29.6	29.8	31.1
	(6.6)	(6.2)	(5.1)	(7.3)	(4.4)	(7.0)	(5.9)	(6.3)	(5.6)
17 or 18 years old	43.8	50.6	36.1	32.7	46.3	37.4	41.4	39.8	43.3
	(7.1)	(7.1)	(5.2)	(7.5)	(5.0)	(7.0)	(6.4)	(6.8)	(5.9)
19 to 21 years old	23.1	22.7	25.6	33.2	24.9	22.4	26.9	28.4	20.4
	(6.0)	(6.0)	(4.7)	(7.5)	(4.3)	(6.0)	(5.8)	(6.2)	(4.8)
More than 21 years old	2.1	1.6	4.8	4.3	2.9	3.1	2.1	2.0	5.2
	(2.1)	(1.8)	(2.3)	(3.2)	(1.7)	(2.5)	(1.9)	(1.9)	(2.7)
Number of respondents	93	99	183	78	252	93	121	117	173
Average age	17.3	17.6	17.5	17.7	17.6	17.3	17.5	17.6	17.5
	(0.3)	(0.2)	(0.2)	(0.3)	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)
Number of respondents	93	99	183	78	252	93	121	117	173
Percentage who were male	47.2	54.1	62.3	45.3	61.6	49.3	49.6	50.3	61.3
	(7.2)	(7.1)	(5.2)	(8.0)	(4.9)	(7.2)	(6.5)	(6.9)	(5.8)
Number of respondents	93	99	183	78	252	93	121	117	173
Percentage who were:									
Black, not Hispanic	31.5	15.6	10.2	100	0.0	0.0	19.8	28.3	14.4
	(6.7)	(5.2)	(3.3)	(0.0)	(0.0)	(0.0)	(5.2)	(6.2)	(4.2)
White, not Hispanic	36.8	52.8	79.2	0.0	100	0.0	29.2	56.1	75.3
	(6.9)	(7.1)	(4.4)	(0.0)	(0.0)	(0.0)	(5.9)	(6.9)	(5.2)
Hispanic	29.6	26.4	7.8	0.0	0.0	100	48.9	13.9	5.8
	(6.5)	(6.3)	(2.9)	(0.0)	(0.0)	(0.0)	(6.5)	(4.8)	(2.8)
American Indian/Alaskan Native	2.1	0.0	0.6	0.0	0.0	0.0	0.0	0.0	2.8
	(2.1)	(0.0)	(0.8)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(2.0)
Asian/Pacific Islander	0.0	3.1	2.2	0.0	0.0	0.0	1.5	0.8	1.8
	(0.0)	(2.4)	(1.6)	(0.0)	(0.0)	(0.0)	(1.6)	(1.2)	(1.6)
Other	0.0	2.1	0.0	0.0	0.0	0.0	0.6	1.1	0.0
	(0.0)	(2.1)	(0.0)	(0.0)	(0.0)	(0.0)	(1.0)	(1.4)	(0.0)
Number of respondents	93	99	183	78	252	93	121	117	173
Percentage who spoke at home:									
English	83.6	85.8	97.1	93.7	93.7	66.3	76.0	93.5	95.1
	(5.3)	(5.0)	(1.8)	(3.9)	(2.4)	(6.9)	(5.6)	(3.4)	(2.6)
Another spoken language	13.8	11.6	0.0	0.0	1.3	33.7	22.1	3.0	1.1
	(5.0)	(4.6)	(0.0)	(0.0)	(1.2)	(6.9)	(5.5)	(2.4)	(1.2)
No spoken language	2.6	2.6	2.9	6.3	4.9	0.0	2.0	3.4	3.9
	(2.3)	(2.3)	(1.8)	(3.9)	(2.2)	(0.0)	(1.8)	(2.5)	(2.3)
Number of respondents	92	97	182	77	249	88	118	117	172

Source: Parent interviews.

Table 2A: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Characteristics of Households	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in households with:															
A single parent	43.2	48.2	27.8	36.4	43.4	43.0	45.3	38.1	48.4	43.2	33.7	51.5	42.1	35.1	46.4
	(3.7)	(4.6)	(9.5)	(10.0)	(5.0)	(5.4)	(6.3)	(5.9)	(6.8)	(4.3)	(9.5)	(10.0)	(10.0)	(7.6)	(4.7)
Neither natural parent	4.5	4.7	8.6	3.4	4.5	4.5	2.5	7.0	3.0	5.6	0.8	1.3	7.5	3.5	3.8
	(1.6)	(2.0)	(5.9)	(3.8)	(2.1)	(2.4)	(2.0)	(3.2)	(2.5)	(2.0)	(1.9)	(2.6)	(5.3)	(3.0)	(1.9)
Other disabled children	19.7	18.4	26.3	26.0	20.9	18.3	19.6	18.3	21.8	20.6	17.7	16.8	14.0	18.1	21.5
	(2.9)	(3.6)	(9.3)	(9.0)	(4.1)	(4.2)	(5.0)	(4.7)	(5.6)	(3.5)	(7.7)	(7.4)	(6.9)	(6.1)	(3.9)
Disabled head of household	10.4	12.6	12.1	9.9	6.6	14.9	11.1	10.3	9.7	8.5	24.2	7.8	5.5	10.9	11.7
	(2.3)	(3.1)	(6.9)	(6.1)	(2.5)	(3.9)	(4.0)	(3.7)	(4.0)	(2.4)	(8.7)	(5.3)	(4.6)	(4.9)	(3.0)
Number of respondents	388	230	70	45	223	165	127	138	123	278	57	53	59	94	232
Average number of children in household	2.6	2.7	2.5	2.6	2.6	2.6	2.8	2.5	2.6	2.7	2.6	2.3	2.9	2.8	2.4
	(0.1)	(0.2)	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)	(0.2)	(0.3)	(0.2)	(0.3)	(0.4)	(0.6)	(0.2)	(0.1)
Number of respondents	413	233	70	46	233	180	131	148	134	290	61	62	61	98	244
Percentage with head of household with highest education being:															
Some high school	35.6	42.9	12.4	33.0	32.7	39.0	34.9	35.4	36.7	38.2	25.8	30.9	31.2	38.3	35.6
	(3.6)	(4.6)	(7.0)	(9.7)	(4.8)	(5.4)	(6.0)	(5.8)	(6.7)	(4.2)	(9.0)	(9.2)	(9.6)	(7.7)	(4.5)
High school diploma	28.7	26.4	30.2	27.2	26.7	31.0	28.3	27.4	30.9	24.2	44.8	37.2	33.5	22.3	29.7
	(3.4)	(4.1)	(9.8)	(9.1)	(4.5)	(5.1)	(5.7)	(5.4)	(6.4)	(3.7)	(10.2)	(9.6)	(9.8)	(6.6)	(4.3)
Some college or 2-year degree	19.1	17.8	15.5	24.7	20.1	17.9	22.4	18.1	17.0	19.4	18.3	18.1	20.8	14.7	20.4
	(2.9)	(3.6)	(7.7)	(8.9)	(4.1)	(4.2)	(5.2)	(4.7)	(5.2)	(3.5)	(7.9)	(7.6)	(8.4)	(5.6)	(3.8)
4-year college degree or more	16.6	12.9	41.9	15.2	20.5	12.1	14.5	19.0	15.5	18.2	11.1	13.8	14.5	24.7	14.3
	(2.8)	(3.1)	(10.5)	(7.4)	(4.1)	(3.6)	(4.4)	(4.8)	(5.0)	(3.4)	(6.5)	(6.8)	(7.3)	(6.8)	(3.3)
Number of respondents	411	232	70	46	231	180	131	148	132	289	60	62	59	98	244

Source: Parent interviews.

Table 2B: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Characteristics of Households	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in households with:									
A single parent	69.0	42.4	10.8	70.0	36.2	37.2	45.9	41.1	42.6
	(6.6)	(7.0)	(3.4)	(7.5)	(5.0)	(7.1)	(6.5)	(6.8)	(6.0)
Neither natural parent	3.9	2.8	3.8	1.8	3.3	8.0	6.5	2.5	2.5
	(3.0)	(2.5)	(2.1)	(2.3)	(1.9)	(4.1)	(3.4)	(2.3)	(1.9)
Other disabled children	20.3	20.9	17.9	14.0	24.7	12.5	22.7	12.0	22.1
	(5.8)	(5.8)	(4.1)	(5.7)	(4.5)	(4.8)	(5.4)	(4.5)	(5.0)
Disabled head of household	16.6	10.7	2.4	21.7	6.9	6.8	14.3	11.1	6.1
	(5.3)	(4.4)	(1.7)	(6.8)	(2.6)	(3.7)	(4.6)	(4.3)	(2.9)
Number of respondents	82	89	178	68	226	82	111	106	165
Average number of children in household	2.6	2.7	2.4	2.6	2.3	3.1	3.0	2.2	2.4
	(0.2)	(0.2)	(0.1)	(0.3)	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)
Number of respondents	93	99	183	72	238	91	121	117	173
Percentage with head of household with highest education being:									
Some high school	50.7	33.1	10.7	34.8	19.5	74.3	100	0.0	0.0
	(7.2)	(6.7)	(3.3)	(7.9)	(4.1)	(6.4)	(0.0)	(0.0)	(0.0)
High school diploma	29.1	37.6	25.0	39.9	30.1	16.9	0.0	100	0.0
	(6.5)	(6.9)	(4.7)	(8.1)	(4.8)	(5.5)	(0.0)	(0.0)	(0.0)
Some college or 2-year degree	13.9	21.9	23.9	15.7	26.1	7.7	0.0	0.0	53.4
	(5.0)	(5.9)	(4.6)	(6.0)	(4.6)	(3.9)	(0.0)	(0.0)	(6.0)
4-year college degree or more	6.4	7.4	40.5	9.6	24.3	1.1	0.0	0.0	46.6
	(3.5)	(3.7)	(5.3)	(4.9)	(4.5)	(1.6)	(0.0)	(0.0)	(6.0)
Number of respondents	93	99	183	72	236	91	121	117	173

Source: Parent interviews.

Table 2A: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Characteristics of Households	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in household with 1986 annual income:															
Less than $12,000	42.4	44.0	31.7	37.9	37.3	48.3	43.9	42.6	40.3	43.5	33.7	44.7	42.6	40.8	42.2
	(3.9)	(5.0)	(10.2)	(10.4)	(5.2)	(5.8)	(6.7)	(6.2)	(7.5)	(4.6)	(10.0)	(10.5)	(11.2)	(8.3)	(4.9)
$12,000 to $24,999	26.9	29.4	9.8	32.4	27.1	26.7	22.7	31.3	24.6	25.4	35.7	26.9	32.4	22.3	27.5
	(3.5)	(4.6)	(6.5)	(10.1)	(4.8)	(5.1)	(5.7)	(5.8)	(6.6)	(4.1)	(10.2)	(9.4)	(10.6)	(7.0)	(4.5)
$25,000 to $37,999	14.6	11.9	21.2	22.5	17.8	11.0	17.6	11.6	16.4	15.2	17.7	9.2	14.3	16.3	14.2
	(2.8)	(3.3)	(8.9)	(9.0)	(4.2)	(3.6)	(5.1)	(4.0)	(5.7)	(3.4)	(8.1)	(6.1)	(7.9)	(6.2)	(3.5)
$38,000 to $50,000	7.5	8.2	17.6	2.2	9.5	5.1	6.7	8.8	6.1	8.2	6.2	4.9	5.4	8.9	7.7
	(2.1)	(2.8)	(8.3)	(3.2)	(3.2)	(2.6)	(3.4)	(3.6)	(3.7)	(2.6)	(5.1)	(4.6)	(5.1)	(4.8)	(2.7)
More than $50,000	8.5	6.5	19.7	4.9	8.2	8.8	9.1	5.7	12.5	7.6	6.7	14.3	5.3	11.8	8.4
	(2.2)	(2.5)	(8.7)	(4.7)	(3.0)	(3.3)	(3.9)	(2.9)	(5.1)	(2.5)	(5.3)	(7.4)	(5.1)	(5.4)	(2.8)
Number of respondents	368	201	68	42	206	162	117	138	113	257	57	54	50	89	221
Percentage in households that received:															
Social Security Disability Income	11.0	11.7	13.0	7.6	9.1	13.3	7.8	10.0	16.0	9.1	15.3	16.9	14.7	15.0	8.5
	(2.3)	(3.0)	(7.0)	(5.4)	(2.9)	(3.8)	(3.4)	(3.7)	(5.1)	(2.5)	(7.4)	(7.4)	(7.3)	(5.7)	(2.6)
Social Security survivors benefits	8.5	7.1	15.4	7.3	11.8	4.5	9.9	10.5	4.0	9.2	6.9	6.0	1.9	4.4	11.2
	(2.1)	(2.4)	(7.5)	(5.3)	(3.2)	(2.3)	(3.8)	(3.8)	(2.7)	(2.5)	(5.1)	(4.6)	(2.8)	(3.3)	(3.0)
Supplemental Security Income	28.2	28.8	25.7	26.5	31.7	24.0	14.8	24.0	48.1	27.8	31.6	27.0	53.5	42.8	18.6
	(3.4)	(4.2)	(9.1)	(9.0)	(4.7)	(4.7)	(4.5)	(5.2)	(6.9)	(3.9)	(9.4)	(8.8)	(10.4)	(7.9)	(3.7)
Medicaid or equivalent	34.7	36.0	34.0	22.9	33.5	36.1	31.0	24.8	52.6	32.9	35.5	42.7	43.8	37.9	31.7
	(3.5)	(4.5)	(9.8)	(8.7)	(4.8)	(5.3)	(5.8)	(5.3)	(6.8)	(4.1)	(9.7)	(9.7)	(10.1)	(7.7)	(4.4)
Aid to Families with Dependent Children	15.5	16.7	8.6	17.9	10.3	21.4	25.5	10.8	11.5	16.1	11.8	15.1	11.5	18.1	15.4
	(2.7)	(3.5)	(5.8)	(7.8)	(3.1)	(4.5)	(5.5)	(3.8)	(4.4)	(3.2)	(6.5)	(7.1)	(6.6)	(6.1)	(3.4)
Public assistance	9.6	16.3	3.2	3.7	9.4	9.8	16.9	5.5	7.8	12.1	1.8	3.8	8.2	10.1	9.9
	(2.2)	(3.5)	(3.6)	(3.8)	(2.9)	(3.3)	(4.7)	(2.8)	(3.7)	(2.9)	(2.7)	(3.8)	(5.7)	(4.8)	(2.8)
Food stamps	20.6	27.0	3.2	16.4	14.6	27.6	28.6	15.5	19.4	23.2	10.1	16.5	12.0	21.5	21.9
	(3.0)	(4.1)	(3.6)	(7.5)	(3.5)	(4.9)	(5.7)	(4.4)	(5.4)	(3.7)	(6.1)	(7.3)	(6.6)	(6.5)	(3.9)
Other benefits	12.0	11.1	2.3	16.1	11.7	12.4	11.2	13.2	11.2	13.1	8.6	9.3	14.8	11.8	11.2
	(2.4)	(2.9)	(3.1)	(7.5)	(3.2)	(3.6)	(4.0)	(4.1)	(4.3)	(2.9)	(5.7)	(5.7)	(7.2)	(5.1)	(3.0)
None of these benefits	41.5	39.6	54.8	49.0	41.4	41.6	43.3	46.7	32.1	39.7	47.9	44.8	33.9	36.4	44.9
	(3.6)	(4.5)	(10.2)	(10.1)	(4.9)	(5.4)	(6.2)	(6.1)	(6.3)	(4.2)	(10.0)	(9.6)	(9.4)	(7.6)	(4.7)
Number of respondents	408	228	69	44	230	178	129	146	131	285	59	61	58	96	242

Source: Parent interviews

Table 2B: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

Characteristics of Households	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in household with 1986 annual income:									
Less than $12,000	100	0.0	0.0	64.7	28.9	56.6	63.6	41.3	23.7
	(0.0)	(0.0)	(0.0)	(8.3)	(5.0)	(8.0)	(6.9)	(7.0)	(5.4)
$12,000 to $24,999	0.0	100	0.0	20.4	26.3	32.1	26.4	33.9	21.7
	(0.0)	(0.0)	(0.0)	(7.0)	(4.8)	(7.5)	(6.3)	(6.8)	(5.2)
$25,000 to $37,999	0.0	0.0	47.8	9.1	20.4	7.7	8.2	15.9	19.6
	(0.0)	(0.0)	(5.5)	(5.0)	(4.4)	(4.3)	(3.9)	(5.2)	(5.0)
$38,000 to $50,000	0.0	0.0	24.4	4.7	10.1	1.8	1.9	4.9	14.8
	(0.0)	(0.0)	(4.7)	(3.7)	(3.3)	(2.1)	(1.9)	(3.1)	(4.5)
More than $50,000	0.0	0.0	27.8	1.1	14.3	1.9	0.0	4.0	20.1
	(0.0)	(0.0)	(4.9)	(1.8)	(3.8)	(2.2)	(0.0)	(2.8)	(5.1)
Number of respondents	93	99	176	66	216	74	100	111	157
Percentage in households that received:									
Social Security Disability Income	15.6	7.0	7.7	12.8	10.6	11.9	14.0	10.5	8.3
	(5.2)	(3.6)	(2.9)	(5.6)	(3.2)	(4.7)	(4.5)	(4.2)	(3.4)
Social Security survivors benefits	10.6	14.8	2.2	7.7	8.8	8.2	3.9	9.1	12.5
	(4.5)	(5.1)	(1.6)	(4.5)	(2.9)	(4.0)	(2.5)	(4.0)	(4.0)
Supplemental Security Income	36.5	21.2	17.8	29.0	31.0	22.7	37.8	14.9	28.2
	(7.0)	(5.8)	(4.1)	(7.6)	(4.8)	(6.1)	(6.3)	(4.9)	(5.4)
Medicaid or equivalent	56.8	19.7	14.4	49.6	26.5	39.5	49.6	22.9	28.6
	(7.3)	(5.7)	(3.8)	(8.5)	(4.6)	(7.1)	(6.5)	(5.8)	(5.5)
Aid to Families with Dependent Children	35.6	4.8	1.2	32.5	9.7	11.9	22.4	11.0	12.2
	(6.9)	(3.0)	(1.2)	(7.9)	(3.1)	(4.7)	(5.4)	(4.3)	(4.0)
Public assistance	18.0	3.6	0.8	15.8	1.3	21.4	19.4	1.2	6.7
	(5.5)	(2.7)	(1.0)	(6.1)	(1.2)	(6.0)	(5.1)	(1.5)	(3.0)
Food stamps	43.8	8.9	0.8	41.5	9.6	26.6	39.1	7.0	13.0
	(7.2)	(4.1)	(1.0)	(8.3)	(3.0)	(6.4)	(6.3)	(3.5)	(4.1)
Other benefits	15.0	11.5	8.5	4.5	11.4	19.3	18.1	11.5	6.5
	(5.2)	(4.5)	(3.0)	(3.5)	(3.3)	(5.8)	(5.0)	(4.4)	(3.0)
None of these benefits	18.8	47.8	66.8	28.8	49.1	36.5	25.0	47.2	52.6
	(5.6)	(7.1)	(5.1)	(7.4)	(5.1)	(7.0)	(5.6)	(6.9)	(6.0)
Number of respondents	89	98	182	69	235	90	119	116	168

Source: Parent interviews.

Table 3A: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH OTHER HEALTH IMPAIRMENTS ATTENDED SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Community Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage who attended school in area that was:															
Urban	57.4	100	0.0	0.0	56.4	58.7	64.1	52.4	57.9	61.7	45.4	44.9	69.5	52.5	63.8
	(3.8)	(0.0)	(0.0)	(0.0)	(5.1)	(5.6)	(6.1)	(6.1)	(7.1)	(4.3)	(9.9)	(10.6)	(9.6)	(8.5)	(4.9)
Suburban	17.6	0.0	100	0.0	18.6	16.3	21.1	16.9	14.4	16.8	19.4	19.0	13.7	18.3	15.1
	(2.9)	(0.0)	(0.0)	(0.0)	(4.0)	(4.2)	(5.2)	(4.6)	(5.1)	(3.3)	(7.9)	(8.4)	(7.2)	(6.6)	(3.6)
Rural	25.0	0.0	0.0	100	25.0	25.0	14.8	30.6	27.7	21.5	35.3	36.0	16.8	29.1	21.1
	(3.3)	(0.0)	(0.0)	(0.0)	(4.5)	(4.9)	(4.5)	(5.7)	(6.5)	(3.7)	(9.5)	(10.2)	(7.8)	(7.7)	(4.1)
Number of respondents	394	249	87	58	222	172	125	149	120	277	63	51	52	87	214
Percentage unemployed in county in which youth attended school	7.3	6.7	8.1	8.9	7.3	7.3	7.2	7.6	7.2	7.4	7.8	6.9	7.4	7.9	7.1
	(0.2)	(0.1)	(0.5)	(0.5)	(0.2)	(0.3)	(0.3)	(0.3)	(0.3)	(0.2)	(0.5)	(0.4)	(0.5)	(0.4)	(0.2)
Number of respondents	475	249	87	58	272	203	147	168	160	314	72	81	65	98	250
Average monthly salary for service occupations in county in which youth attended school	1660	1808	1572	1318	1647	1677	1711	1625	1658	1672	1651	1639	1689	1649	1690
	(20.6)	(22.6)	(39.9)	(22.8)	(27.7)	(30.9)	(34.8)	(34.4)	(36.7)	(24.6)	(61.7)	(50.0)	(63.1)	(45.8)	(27.2)
Number of respondents	475	249	87	58	272	203	147	168	160	314	72	81	65	98	250

Source: Bureau of Labor Statistics.

Table 3B: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH OTHER HEALTH IMPAIRMENTS ATTENDED SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Community Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who attended school in area that was:									
Urban	64.9	65.5	48.6	88.3	38.0	91.4	73.7	59.9	51.2
	(7.7)	(7.5)	(5.7)	(5.8)	(5.3)	(4.3)	(6.2)	(7.4)	(6.5)
Suburban	13.1	6.1	30.0	7.8	25.4	2.7	5.4	17.4	24.4
	(5.4)	(3.8)	(5.2)	(4.9)	(4.8)	(2.5)	(3.2)	(5.8)	(5.6)
Rural	22.0	28.4	21.4	3.9	36.6	5.9	20.9	22.7	24.5
	(6.7)	(7.1)	(4.7)	(3.5)	(5.3)	(3.6)	(5.7)	(6.4)	(5.6)
Number of respondents	74	82	160	61	210	82	103	96	149
Percentage unemployed in county in which youth attended school	7.7	7.0	7.2	6.9	7.6	7.0	7.6	7.3	7.2
	(0.3)	(0.3)	(0.3)	(0.3)	(0.3)	(0.3)	(0.3)	(0.3)	(0.3)
Number of respondents	93	99	183	78	252	93	121	117	173
Average monthly salary for service occupations in county in which youth attended school	1663	1693	1665	1749	1586	1838	1690	1693	1650
	(46.2)	(40.0)	(29.8)	(42.6)	(29.3)	(36.1)	(38.2)	(43.1)	(33.9)
Number of respondents	93	99	183	78	252	93	121	117	173

Source: Bureau of Labor Statistics

Table 4A: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Characteristics of Youth	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage with an additional disability that was:															
Learning disability	5.5 (1.6)	5.6 (2.1)	2.1 (2.7)	12.8 (6.0)	5.9 (2.2)	5.0 (2.3)	2.3 (1.8)	8.5 (3.2)	4.7 (2.7)	6.2 (2.0)	6.0 (4.4)	2.7 (2.8)	13.3 (6.7)	8.9 (4.5)	3.1 (1.6)
Emotional disturbance	3.6 (1.3)	1.3 (1.0)	9.1 (5.3)	3.5 (3.3)	5.3 (2.1)	1.4 (1.2)	4.5 (2.4)	2.7 (1.9)	4.0 (2.4)	3.8 (1.6)	1.9 (2.5)	4.7 (3.6)	10.8 (6.1)	5.7 (3.7)	1.4 (1.1)
Speech impairment	7.5 (1.8)	11.0 (2.8)	8.2 (5.1)	3.5 (3.3)	9.8 (2.8)	4.7 (2.2)	8.7 (3.3)	6.6 (2.8)	7.7 (3.3)	9.6 (2.5)	5.1 (4.1)	1.2 (1.8)	12.2 (6.4)	15.8 (5.8)	5.2 (2.1)
Mental retardation	9.4 (2.0)	8.5 (2.5)	18.2 (7.2)	10.1 (5.5)	9.8 (2.7)	9.0 (3.0)	10.3 (3.6)	7.5 (3.0)	11.2 (3.9)	12.0 (2.7)	8.5 (5.1)	0.0 (0.0)	16.9 (7.3)	23.6 (6.7)	4.2 (1.9)
Visual impairment	0.8 (0.6)	1.6 (1.1)	0.4 (1.1)	0.0 (0.0)	0.2 (0.4)	1.5 (1.3)	0.0 (0.0)	0.9 (1.1)	1.4 (1.5)	0.5 (0.6)	2.9 (3.1)	0.3 (0.9)	0.0 (0.0)	0.6 (1.2)	1.2 (1.0)
Hard of hearing	1.2 (0.8)	0.9 (0.9)	0.4 (1.2)	0.0 (0.0)	1.7 (1.2)	0.7 (0.9)	0.7 (1.0)	0.6 (0.9)	2.6 (2.0)	0.7 (0.7)	0.0 (0.0)	4.7 (3.6)	6.3 (4.8)	0.0 (0.0)	0.8 (0.8)
Deafness	0.6 (0.5)	0.9 (0.9)	0.9 (1.8)	0.0 (0.0)	1.0 (0.9)	0.0 (0.0)	0.5 (0.8)	0.8 (1.0)	0.4 (0.8)	0.7 (0.7)	0.4 (1.2)	0.3 (1.0)	0.9 (1.9)	2.4 (2.4)	0.0 (0.0)
Orthopedic impairment	11.6 (2.2)	16.3 (3.3)	8.6 (5.2)	12.9 (6.1)	9.9 (2.8)	13.8 (3.6)	11.6 (3.8)	11.4 (3.6)	11.8 (4.0)	12.2 (2.7)	11.6 (5.9)	10.2 (5.2)	15.1 (7.0)	16.7 (5.9)	10.8 (2.9)
Other health impairment	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	475	249	87	58	272	203	147	168	160	314	72	81	65	98	250
Percentage with parents who said youth began having trouble with disability at:															
Birth	29.3 (3.6)	32.7 (4.6)	21.1 (8.8)	31.3 (10.1)	30.1 (4.8)	28.4 (5.4)	27.8 (6.0)	25.5 (5.6)	36.6 (6.8)	32.2 (4.3)	26.5 (9.1)	15.9 (7.6)	51.2 (10.2)	53.1 (8.2)	16.1 (3.8)
Under 3 years of age	8.0 (2.1)	8.5 (2.8)	4.9 (4.7)	3.6 (4.0)	9.4 (3.0)	6.3 (2.9)	8.1 (3.7)	5.7 (3.0)	11.4 (4.5)	7.0 (2.4)	9.1 (5.9)	12.3 (6.8)	7.7 (5.4)	7.2 (4.2)	7.5 (2.7)
3 to 5 years of age	12.2 (2.6)	17.1 (3.7)	10.1 (6.5)	5.7 (5.0)	11.6 (3.3)	12.9 (4.0)	14.0 (4.7)	12.8 (4.3)	9.5 (4.2)	14.0 (3.2)	9.6 (6.0)	5.9 (4.9)	7.8 (5.4)	15.0 (5.9)	12.6 (3.5)
6 to 12 years of age	36.7 (3.8)	34.3 (4.7)	41.5 (10.7)	41.2 (10.7)	38.1 (5.0)	34.9 (5.7)	45.6 (6.7)	37.5 (6.2)	26.4 (6.3)	36.9 (4.5)	25.3 (8.9)	47.1 (10.4)	27.4 (9.1)	17.2 (6.2)	46.0 (5.2)
More than 12 years of age	13.7 (2.7)	7.5 (2.6)	22.4 (9.0)	18.3 (8.4)	10.9 (3.2)	17.5 (4.5)	4.6 (2.8)	18.5 (5.0)	16.1 (5.2)	9.8 (2.8)	29.5 (9.4)	18.8 (8.1)	5.9 (4.8)	7.6 (4.4)	17.9 (4.0)
Number of respondents	376	205	68	41	222	154	115	135	126	258	59	58	61	92	203

Source: Parent interviews and students' school records.

Table 4B: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Characteristics of Youth	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with an additional disability that was:									
Learning disability	5.4	8.4	5.3	2.0	6.7	6.7	6.0	7.5	4.4
	(3.2)	(3.9)	(2.4)	(2.2)	(2.5)	(3.6)	(3.1)	(3.6)	(2.5)
Emotional disturbance	4.0	3.2	4.6	1.1	6.4	0.0	0.8	10.9	1.3
	(2.8)	(2.5)	(2.2)	(1.6)	(2.4)	(0.0)	(1.2)	(4.3)	(1.4)
Speech impairment	8.5	3.2	12.4	12.6	8.3	4.4	4.0	10.7	11.2
	(4.0)	(2.5)	(3.5)	(5.3)	(2.8)	(3.0)	(2.6)	(4.3)	(3.8)
Mental retardation	7.0	5.7	15.5	6.8	13.0	5.8	5.6	10.3	14.1
	(3.6)	(3.3)	(3.9)	(4.0)	(3.4)	(3.4)	(3.0)	(4.2)	(4.2)
Visual impairment	1.5	0.0	1.1	1.9	0.4	0.9	1.8	0.0	0.8
	(1.7)	(0.0)	(1.1)	(2.2)	(0.6)	(1.3)	(1.7)	(0.0)	(1.0)
Hard of hearing	2.4	1.5	0.5	0.7	2.1	0.2	1.0	3.5	0.2
	(2.2)	(1.7)	(0.8)	(1.3)	(1.4)	(0.7)	(1.3)	(2.5)	(0.5)
Deafness	1.0	0.0	1.0	1.7	0.5	0.0	1.5	0.2	0.2
	(1.4)	(0.0)	(1.1)	(2.1)	(0.7)	(0.0)	(1.6)	(0.7)	(0.5)
Orthopedic impairment	7.2	19.5	13.3	9.6	13.1	13.5	12.0	13.5	12.8
	(3.7)	(5.6)	(3.6)	(4.7)	(3.4)	(4.9)	(4.2)	(4.7)	(4.0)
Other health impairment	---	---	---	---	---	---	---	---	---
Number of respondents	93	99	183	78	252	93	121	117	173
Percentage with parents who said youth began having trouble with disability at:									
Birth	27.6	21.9	32.5	32.2	29.8	21.3	30.1	28.1	28.9
	(7.0)	(6.5)	(5.3)	(7.9)	(4.9)	(6.7)	(6.7)	(6.7)	(5.7)
Under 3 years of age	6.3	8.1	9.1	8.7	9.2	5.4	4.7	10.2	8.4
	(3.8)	(4.3)	(3.2)	(4.8)	(3.1)	(3.7)	(3.1)	(4.5)	(3.5)
3 to 5 years of age	13.2	9.3	14.4	8.2	12.6	15.0	10.7	9.9	15.4
	(5.3)	(4.5)	(4.0)	(4.6)	(3.6)	(5.8)	(4.5)	(4.4)	(4.6)
6 to 12 years of age	33.4	53.8	29.7	31.5	33.2	51.8	38.2	40.8	33.2
	(7.4)	(7.8)	(5.1)	(7.9)	(5.1)	(8.1)	(7.1)	(7.3)	(6.0)
More than 12 years of age	19.6	7.0	14.2	19.4	15.1	6.5	16.2	11.0	14.0
	(6.2)	(4.0)	(3.9)	(6.7)	(3.9)	(4.0)	(5.4)	(4.6)	(4.4)
Number of respondents	77	83	167	70	221	72	95	104	158

Source: Parent interviews and students' school records.

Table 4A: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

Characteristics of Youth	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage with parents who said youth began receiving special services for disability at:															
Birth	5.3	5.3	1.2	5.7	3.3	7.9	2.5	5.6	7.6	5.3	4.1	6.3	5.8	9.1	4.1
	(1.8)	(2.2)	(2.3)	(4.9)	(1.9)	(3.2)	(2.1)	(3.0)	(3.8)	(2.1)	(4.1)	(5.2)	(4.8)	(4.7)	(2.1)
Under 3 years of age	8.2	9.3	11.3	5.6	7.9	8.5	7.3	5.7	12.8	6.8	19.7	4.1	14.8	11.5	4.6
	(2.1)	(2.9)	(6.8)	(4.9)	(2.8)	(3.3)	(3.5)	(3.0)	(4.8)	(2.3)	(8.2)	(4.3)	(7.3)	(5.3)	(2.2)
3 to 5 years of age	14.8	14.7	12.9	11.1	21.1	6.5	14.3	12.0	19.4	16.3	8.5	13.6	35.8	20.8	7.4
	(2.8)	(3.5)	(7.3)	(6.7)	(4.2)	(2.9)	(4.7)	(4.2)	(5.7)	(3.4)	(5.7)	(7.4)	(9.8)	(6.7)	(2.7)
6 to 12 years of age	49.6	51.4	51.9	49.7	48.6	50.9	64.1	51.4	31.8	55.7	26.8	38.9	32.4	44.2	55.8
	(3.9)	(5.0)	(10.8)	(10.7)	(5.2)	(6.0)	(6.5)	(6.4)	(6.7)	(4.6)	(9.1)	(10.4)	(9.6)	(8.2)	(5.2)
More than 12 years of age	22.2	19.2	22.8	27.9	19.2	26.3	11.8	25.3	28.4	15.9	40.9	37.1	11.2	14.4	28.0
	(3.3)	(3.9)	(9.1)	(9.6)	(4.1)	(5.3)	(4.3)	(5.6)	(6.4)	(3.4)	(10.1)	(10.3)	(6.5)	(5.8)	(4.7)
Number of respondents	373	201	68	42	220	153	115	134	124	258	59	55	60	91	203
Percentage with IQ of:															
33 or lower	5.8	6.9	5.6	1.7	6.5	4.4	3.4	7.2	5.7	6.6	3.4	---	12.4	9.2	3.2
	(3.0)	(4.4)	(6.7)	(3.5)	(3.9)	(4.5)	(4.2)	(5.0)	(5.6)	(3.6)	(6.2)		(12.2)	(7.2)	(3.4)
34 to 50	5.1	4.9	6.6	5.0	3.9	7.4	3.5	4.6	8.2	5.9	2.3	---	20.1	6.7	1.1
	(2.8)	(3.8)	(7.2)	(5.8)	(3.1)	(5.8)	(4.3)	(4.1)	(6.7)	(3.4)	(5.1)		(14.9)	(6.2)	(2.0)
51 to 70	13.9	14.1	12.0	16.6	10.9	19.8	25.7	5.9	18.2	15.0	13.0	---	8.4	19.3	14.4
	(4.5)	(6.1)	(9.4)	(9.9)	(5.0)	(8.8)	(10.3)	(4.5)	(9.4)	(5.2)	(11.5)		(10.3)	(9.8)	(6.7)
71 to 90	44.9	45.2	48.1	41.6	47.6	39.5	36.3	47.1	50.3	45.6	26.4	---	33.3	50.0	38.8
	(6.4)	(8.7)	(14.5)	(13.1)	(8.0)	(10.8)	(11.3)	(9.7)	(12.2)	(7.3)	(15.1)		(17.5)	(12.4)	(9.3)
91 to 110	24.7	24.3	25.2	25.1	27.8	18.5	19.8	31.7	14.1	22.2	47.3	---	25.5	5.9	35.8
	(5.6)	(7.5)	(12.6)	(11.5)	(7.1)	(8.6)	(9.4)	(9.0)	(8.5)	(6.1)	(17.1)		(16.2)	(5.8)	(9.2)
Higher than 110	5.6	4.6	2.7	9.9	3.2	10.4	11.3	3.5	3.6	4.8	7.6	---	0.3	8.9	6.6
	(3.0)	(3.7)	(4.7)	(8.0)	(2.8)	(6.7)	(7.5)	(3.5)	(4.5)	(3.1)	(9.1)		(2.1)	(7.1)	(4.7)
Number of respondents	143	68	40	26	92	51	41	61	41	107	23	11	17	42	61
Average IQ	77.9	77.7	76.0	81.2	78.1	77.7	79.2	78.7	74.6	75.9	85.7	---	67.6	73.1	83.2
	(2.8)	(4.3)	(5.5)	(4.6)	(3.4)	(4.9)	(4.6)	(4.4)	(5.1)	(3.1)	(7.9)		(10.3)	(5.5)	(3.8)
Number of respondents	143	68	40	26	92	51	41	61	41	107	23	11	17	42	61

Source: Parent interviews and students' school records.

Table 48: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Characteristics of Youth	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with parents who said youth began receiving special services for disability at:									
Birth	3.5	0.9	4.9	5.9	6.6	1.1	5.9	4.8	4.4
	(3.0)	(1.5)	(2.4)	(4.1)	(2.7)	(1.7)	(3.4)	(3.2)	(2.6)
Under 3 years of age	6.6	7.5	10.4	9.1	8.5	7.8	4.9	11.7	7.0
	(4.0)	(4.0)	(3.4)	(5.0)	(3.0)	(4.3)	(3.2)	(4.8)	(3.2)
3 to 5 years of age	8.7	10.7	24.1	7.1	20.7	7.4	9.9	16.9	16.9
	(4.5)	(4.8)	(4.8)	(4.4)	(4.4)	(4.2)	(4.4)	(5.6)	(4.7)
6 to 12 years of age	50.4	63.0	42.9	51.0	41.5	65.8	56.5	43.4	50.8
	(8.0)	(7.4)	(5.6)	(8.7)	(5.3)	(7.6)	(7.3)	(7.4)	(6.3)
More than 12 years of age	30.7	17.9	17.7	26.9	22.7	17.9	22.8	23.2	20.9
	(7.4)	(5.9)	(4.3)	(7.7)	(4.5)	(6.2)	(6.1)	(6.3)	(5.1)
Number of respondents	74	85	166	67	220	73	95	103	158
Percentage with IQ of:									
33 or lower	9.7	0.0	9.1	10.1	8.1	0.3	0.0	7.3	11.3
	(8.6)	(0.0)	(5.5)	(10.1)	(4.8)	(1.6)	(0.0)	(7.2)	(6.8)
34 to 50	0.0	12.3	5.4	9.1	3.9	8.5	8.3	0.4	4.2
	(0.0)	(9.2)	(4.3)	(9.7)	(3.4)	(8.4)	(7.0)	(1.6)	(4.3)
51 to 70	15.2	12.3	11.9	22.0	15.7	8.8	17.0	23.0	9.9
	(10.4)	(9.2)	(6.2)	(13.9)	(6.4)	(8.6)	(9.5)	(11.6)	(6.4)
71 to 90	39.9	30.2	48.7	35.2	39.9	60.3	52.3	33.8	38.9
	(14.2)	(12.8)	(9.5)	(16.0)	(8.7)	(14.9)	(12.6)	(13.1)	(10.4)
91 to 110	28.4	36.5	18.6	20.6	26.6	22.1	22.4	24.9	26.4
	(13.1)	(13.4)	(7.4)	(13.6)	(7.8)	(12.6)	(10.5)	(11.9)	(9.4)
Higher than 110	6.8	8.7	6.3	3.1	5.8	0.0	0.0	10.7	9.4
	(7.3)	(7.9)	(4.6)	(5.8)	(4.2)	(0.0)	(0.0)	(8.5)	(6.2)
Number of respondents	23	25	62	18	81	21	32	30	57
Average IQ	78.3	83.6	75.9	69.3	77.5	80.3	78.8	77.5	77.8
	(6.9)	(6.3)	(4.3)	(7.6)	(4.3)	(4.4)	(4.0)	(7.0)	(5.5)
Number of respondents	23	25	62	18	81	21	32	30	57

Source: Parent interviews and students' school records.

Table 5A: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Reported Self-Care Skills of Youth	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage able to dress themselves completely:															
Very well	78.9	79.8	83.9	74.7	76.0	82.5	80.6	81.1	73.9	78.4	85.2	75.5	1.4	59.1	100
	(3.0)	(3.7)	(7.8)	(8.9)	(4.3)	(4.2)	(5.0)	(4.8)	(6.0)	(3.6)	(7.0)	(8.8)	(2.4)	(7.7)	(0.0)
Pretty well	15.1	15.3	13.1	17.4	16.7	13.1	18.5	10.7	17.7	15.6	7.0	20.4	50.2	40.9	0.0
	(2.7)	(3.3)	(7.1)	(7.8)	(3.7)	(3.8)	(4.9)	(3.8)	(5.2)	(3.2)	(5.1)	(8.3)	(10.1)	(7.7)	(0.0)
Not very well	3.0	1.7	0.0	5.4	4.2	1.5	0.1	5.0	3.2	3.0	3.5	2.5	23.8	0.0	0.0
	(1.3)	(1.2)	(0.0)	(4.6)	(2.0)	(1.4)	(0.5)	(2.7)	(2.4)	(1.5)	(3.6)	(3.2)	(8.6)	(0.0)	(0.0)
Not at all well	3.0	3.1	3.0	2.5	3.1	2.9	0.8	3.1	5.2	3.0	4.3	1.5	24.6	0.0	0.0
	(1.3)	(1.6)	(3.6)	(3.2)	(1.7)	(1.9)	(1.1)	(2.1)	(3.0)	(1.5)	(4.0)	(2.5)	(8.7)	(0.0)	(0.0)
Number of respondents	411	235	70	46	236	175	131	144	136	288	63	60	58	98	250
Percentage able to feed themselves:															
Very well	89.1	88.1	93.5	88.4	85.6	93.5	93.8	89.2	84.0	89.4	88.3	88.2	35.9	85.7	100
	(2.3)	(3.0)	(5.2)	(6.6)	(3.5)	(2.8)	(3.0)	(3.8)	(5.0)	(2.7)	(6.4)	(6.6)	(9.7)	(5.5)	(0.0)
Pretty well	6.6	7.9	3.5	2.7	9.1	3.4	3.2	6.1	10.9	6.0	8.2	8.2	36.8	9.7	0.0
	(1.8)	(2.5)	(3.9)	(3.3)	(2.9)	(2.0)	(2.2)	(2.9)	(4.2)	(2.1)	(5.4)	(5.6)	(9.7)	(4.7)	(0.0)
Not very well	3.3	2.7	0.0	8.9	4.0	2.4	3.0	2.7	4.4	3.1	3.5	3.7	18.7	4.6	0.0
	(1.3)	(1.5)	(0.0)	(5.8)	(1.9)	(1.7)	(2.2)	(2.0)	(2.8)	(1.5)	(3.7)	(3.8)	(7.9)	(3.3)	(0.0)
Not at all well	1.3	1.3	2.9	0.0	1.3	0.7	0.0	2.1	0.7	1.4	0.0	0.0	8.6	0.0	0.0
	(0.8)	(1.0)	(3.6)	(0.0)	(1.1)	(0.9)	(0.0)	(1.8)	(1.1)	(1.0)	(0.0)	(0.0)	(5.7)	(0.0)	(0.0)
Number of respondents	412	236	70	46	237	175	131	144	137	288	63	61	58	98	250
Percentage able to get places outside the home:															
Very well	70.7	72.4	65.8	71.1	69.1	72.5	79.2	70.7	61.3	69.6	71.0	76.1	0.0	23.2	100
	(3.4)	(4.1)	(10.2)	(9.3)	(4.6)	(5.0)	(5.1)	(5.6)	(6.6)	(4.0)	(9.0)	(8.6)	(0.0)	(6.7)	(0.0)
Pretty well	8.4	8.4	12.6	6.1	7.0	10.0	8.4	8.7	7.8	9.2	6.9	5.3	2.5	36.4	0.0
	(2.1)	(2.6)	(7.1)	(4.9)	(2.5)	(3.3)	(3.5)	(3.5)	(3.7)	(2.5)	(5.0)	(4.5)	(3.1)	(7.6)	(0.0)
Not very well	4.7	5.2	3.3	6.3	4.0	5.6	2.3	5.7	5.8	5.0	6.4	1.0	11.4	14.9	0.0
	(1.6)	(2.0)	(3.9)	(5.0)	(2.0)	(2.6)	(1.9)	(2.9)	(3.2)	(1.9)	(4.8)	(2.0)	(6.4)	(5.6)	(0.0)
Not at all well	16.3	14.0	18.2	16.6	20.0	11.8	10.1	14.9	25.1	16.2	15.7	17.6	86.1	25.5	0.0
	(2.7)	(3.2)	(8.3)	(7.6)	(4.0)	(3.6)	(3.8)	(4.4)	(5.9)	(3.2)	(7.2)	(7.7)	(7.0)	(6.9)	(0.0)
Number of respondents	408	235	68	46	232	176	130	144	134	286	63	59	58	98	250
Average self-care skills scale score:*															
Low (3-8)	12.4	12.8	8.8	9.8	15.2	9.1	7.7	10.8	20.1	11.9	11.5	16.8	100	0.0	0.0
	(2.5)	(3.1)	(6.1)	(6.1)	(3.6)	(3.2)	(3.4)	(3.8)	(5.5)	(2.8)	(6.3)	(7.6)	(0.0)	(0.0)	(0.0)
Medium (9-11)	22.2	19.7	27.5	29.6	23.2	21.0	19.8	23.6	22.8	24.2	19.8	13.3	0.0	100	0.0
	(3.1)	(3.7)	(9.6)	(9.4)	(4.2)	(4.5)	(5.0)	(5.2)	(5.7)	(3.8)	(7.9)	(6.9)	(0.0)	(0.0)	(0.0)
High (12)	65.3	67.4	63.7	60.6	61.5	69.9	72.5	65.6	57.1	63.9	68.7	69.9	0.0	0.0	100
	(3.5)	(4.3)	(10.3)	(10.0)	(4.9)	(5.1)	(5.6)	(5.9)	(6.8)	(4.2)	(9.2)	(9.3)	(0.0)	(0.0)	(0.0)
Number of respondents	406	233	68	46	231	175	130	143	133	285	63	58	58	98	250

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* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews.

Table 5B: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

Reported Self-Care Skills of Youth	Household Income: Under $12,000	Household Income: 12,000-$24,999	Household Income: $25,000 and Over	Ethnicity: Black	Ethnicity: White	Ethnicity: Hispanic	Head of Household's Education: No High School Diploma	Head of Household's Education: High School Diploma	Head of Household's Education: Beyond High School
Percentage able to dress themselves completely:									
Very well	81.0	77.6	83.4	92.7	78.4	71.9	79.1	80.1	79.4
	(5.8)	(6.0)	(4.0)	(4.3)	(4.2)	(6.7)	(5.4)	(5.6)	(4.9)
Pretty well	14.8	11.6	12.8	5.2	16.0	17.2	15.3	13.7	15.9
	(5.2)	(4.6)	(3.6)	(3.7)	(3.8)	(5.6)	(4.8)	(4.8)	(4.5)
Not very well	1.9	6.8	1.0	1.6	2.8	4.4	3.3	1.9	3.0
	(2.0)	(3.6)	(1.1)	(2.1)	(1.7)	(3.1)	(2.4)	(1.9)	(2.1)
Not at all well	2.3	4.0	2.8	0.5	2.7	6.4	2.2	4.4	1.7
	(2.2)	(2.8)	(1.8)	(1.2)	(1.7)	(3.6)	(2.0)	(2.9)	(1.6)
Number of respondents	88	97	179	73	238	87	117	114	168
Percentage able to feed themselves:									
Very well	93.1	83.7	92.9	96.4	89.9	82.3	86.1	93.5	91.2
	(3.7)	(5.3)	(2.8)	(3.1)	(3.1)	(5.6)	(4.5)	(3.5)	(3.5)
Pretty well	1.8	9.0	5.0	3.6	6.1	8.1	6.9	2.2	7.0
	(1.9)	(4.1)	(2.4)	(3.1)	(2.5)	(4.0)	(3.3)	(2.1)	(3.1)
Not very well	4.1	6.0	0.7	0.0	3.3	6.6	5.1	3.5	1.2
	(2.9)	(3.4)	(0.9)	(0.0)	(1.8)	(3.7)	(2.9)	(2.6)	(1.3)
Not at all well	1.0	1.3	1.4	0.0	0.7	3.0	1.9	0.7	0.5
	(1.5)	(1.6)	(1.3)	(0.0)	(0.9)	(2.5)	(1.8)	(1.2)	(0.9)
Number of respondents	89	97	179	73	238	88	118	114	168
Percentage able to get places outside the home:									
Very well	74.5	68.5	70.7	78.8	67.1	74.6	74.4	72.0	67.3
	(6.5)	(6.7)	(5.0)	(6.8)	(4.9)	(6.5)	(5.8)	(6.3)	(5.8)
Pretty well	9.2	11.8	3.5	9.5	8.1	5.1	7.8	8.2	9.6
	(4.3)	(4.6)	(2.0)	(4.9)	(2.8)	(3.3)	(3.6)	(3.8)	(3.6)
Not very well	4.9	4.9	4.3	2.6	4.9	6.9	7.0	3.1	3.1
	(3.2)	(3.1)	(2.2)	(2.6)	(2.2)	(3.8)	(3.4)	(2.4)	(2.1)
Not at all well	11.5	14.8	21.5	9.0	19.9	13.4	10.7	16.6	20.1
	(4.7)	(5.1)	(4.5)	(4.8)	(4.1)	(5.1)	(4.1)	(5.2)	(4.9)
Number of respondents	87	97	177	73	236	86	117	113	166
Average self-care skills scale score:*									
Low (3-8)	9.2	15.9	9.9	4.0	12.5	19.0	9.1	13.3	12.4
	(4.3)	(5.3)	(3.3)	(3.2)	(3.4)	(5.9)	(3.8)	(4.7)	(4.0)
Medium (9-11)	22.5	18.2	26.0	17.2	26.9	13.7	24.7	17.9	24.8
	(6.2)	(5.6)	(4.8)	(6.3)	(4.6)	(5.2)	(5.7)	(5.3)	(5.3)
High (12)	68.2	65.9	64.1	78.8	60.6	67.4	66.1	68.8	62.8
	(6.9)	(6.8)	(5.2)	(6.8)	(5.0)	(7.0)	(6.3)	(6.5)	(5.9)
Number of respondents	86	97	177	73	236	84	115	113	166

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* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews.

Table 6A: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

Reported Functional Skills of Youth	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage able to look up phone numbers and use the phone:															
Very well	58.7	59.2	44.6	53.5	47.2	72.6	59.4	61.1	54.4	53.3	65.7	79.0	24.1	40.5	71.8
	(3.6)	(4.6)	(10.4)	(10.4)	(5.0)	(4.9)	(6.2)	(5.9)	(6.8)	(4.3)	(9.6)	(8.0)	(8.4)	(7.8)	(4.2)
Pretty well	19.5	19.2	37.2	23.2	24.1	13.8	21.7	19.7	16.9	22.2	16.8	8.2	10.8	28.5	18.8
	(2.9)	(3.7)	(10.1)	(8.8)	(4.3)	(3.8)	(5.2)	(4.8)	(5.1)	(3.6)	(7.6)	(5.4)	(6.1)	(7.1)	(3.7)
Not very well	8.6	6.3	7.0	20.3	9.3	7.7	10.7	8.7	6.1	10.0	7.8	2.1	14.6	10.7	6.8
	(2.1)	(2.3)	(5.4)	(8.4)	(2.9)	(2.9)	(3.9)	(3.4)	(3.3)	(2.6)	(5.4)	(2.8)	(6.9)	(4.9)	(2.4)
Not at all well	13.3	15.3	11.1	2.9	19.4	5.9	8.2	10.6	22.6	14.4	9.6	10.7	50.5	20.2	2.6
	(2.5)	(3.3)	(6.6)	(3.5)	(3.9)	(2.6)	(3.5)	(3.7)	(5.7)	(3.0)	(6.0)	(6.1)	(9.8)	(6.4)	(1.5)
Number of respondents	416	233	71	45	236	180	131	149	136	292	61	63	65	97	245
Percentage able to tell time on a clock with hands:															
Very well	67.8	64.9	62.2	68.9	57.6	79.9	65.1	72.6	63.6	63.4	83.7	75.4	38.6	51.5	79.0
	(3.5)	(4.4)	(10.3)	(9.5)	(4.9)	(4.4)	(6.0)	(5.4)	(6.5)	(4.2)	(7.5)	(8.4)	(9.6)	(7.9)	(3.8)
Pretty well	14.0	14.8	25.7	9.9	19.1	7.9	14.9	12.7	14.9	15.0	7.5	15.0	17.8	20.0	11.4
	(2.6)	(3.3)	(9.2)	(6.1)	(3.9)	(3.0)	(4.5)	(4.0)	(4.8)	(3.1)	(5.3)	(7.0)	(7.6)	(6.3)	(3.0)
Not very well	8.9	9.6	3.9	14.1	9.8	8.0	11.1	6.6	10.0	10.0	5.4	7.0	7.8	16.0	7.1
	(2.1)	(2.7)	(4.1)	(7.1)	(3.0)	(3.0)	(4.0)	(3.0)	(4.1)	(2.6)	(4.6)	(5.0)	(5.3)	(5.8)	(2.4)
Not at all well	9.3	10.8	8.2	7.1	13.5	4.2	8.9	8.1	11.4	11.7	3.4	2.6	35.7	12.5	2.5
	(2.1)	(2.9)	(5.8)	(5.3)	(3.4)	(2.2)	(3.6)	(3.3)	(4.3)	(2.8)	(3.7)	(3.1)	(9.5)	(5.2)	(1.5)
Number of respondents	416	233	70	46	235	181	131	148	137	291	61	64	64	98	245
Percentage able to read/understand common signs:															
Very well	73.4	67.2	82.3	77.5	66.2	81.9	70.7	78.4	68.9	69.2	84.9	83.9	45.0	59.8	83.5
	(3.3)	(4.4)	(8.0)	(8.6)	(4.7)	(4.2)	(5.7)	(5.0)	(6.3)	(4.0)	(7.2)	(7.2)	(9.9)	(7.7)	(3.5)
Pretty well	17.5	22.0	12.2	16.9	20.2	14.3	21.8	14.0	18.3	19.5	13.1	11.7	21.9	29.2	13.1
	(2.8)	(3.8)	(6.9)	(7.7)	(4.0)	(3.8)	(5.2)	(4.2)	(5.2)	(3.4)	(6.8)	(6.3)	(8.2)	(7.2)	(3.2)
Not very well	4.6	6.5	1.1	4.7	6.2	2.7	6.6	2.9	5.1	6.0	0.2	1.5	10.9	5.3	3.1
	(1.5)	(2.3)	(2.2)	(4.3)	(2.4)	(1.8)	(3.1)	(2.0)	(3.0)	(2.1)	(0.9)	(2.4)	(6.2)	(3.5)	(1.6)
Not at all well	4.5	4.4	4.3	0.9	7.3	1.0	1.0	4.7	7.7	5.3	1.8	2.9	22.2	5.7	0.3
	(1.5)	(1.9)	(4.3)	(2.0)	(2.6)	(1.1)	(1.2)	(2.6)	(3.6)	(1.9)	(2.7)	(3.3)	(8.3)	(3.7)	(0.5)
Number of respondents	417	233	71	46	237	180	131	148	138	291	62	64	63	98	246

Source: Parent interviews.

Table 68: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Reported Functional Skills of Youth	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to look up phone numbers and use the phone:									
Very well	65.1	52.4	57.5	66.4	53.1	65.4	59.0	62.4	56.0
	(6.8)	(7.1)	(5.3)	(7.7)	(5.1)	(6.9)	(6.4)	(6.7)	(6.0)
Pretty well	21.3	23.9	17.2	13.3	21.2	22.4	21.0	19.9	18.5
	(5.9)	(6.1)	(4.1)	(5.6)	(4.2)	(6.1)	(5.3)	(5.5)	(4.7)
Not very well	3.0	14.2	10.0	3.5	11.6	5.0	9.1	7.2	9.6
	(2.5)	(5.0)	(3.2)	(3.0)	(3.3)	(3.2)	(3.8)	(3.6)	(3.5)
Not at all well	10.5	9.5	15.3	16.8	14.1	7.1	11.0	10.5	15.9
	(4.4)	(4.2)	(3.9)	(6.1)	(3.6)	(3.7)	(4.1)	(4.2)	(4.4)
Number of respondents	93	99	181	74	239	91	120	116	172
Percentage able to tell time on a clock with hands:									
Very well	71.1	64.7	67.9	78.3	64.7	66.0	69.3	70.4	65.2
	(6.5)	(6.8)	(5.0)	(6.7)	(4.9)	(6.9)	(6.0)	(6.3)	(5.7)
Pretty well	16.6	15.8	11.8	6.4	15.1	17.7	12.9	16.2	14.0
	(5.4)	(5.2)	(3.5)	(4.0)	(3.7)	(5.6)	(4.4)	(5.1)	(4.2)
Not very well	5.4	9.1	12.2	6.4	10.8	7.2	10.2	7.7	9.1
	(3.2)	(4.1)	(3.5)	(4.0)	(3.2)	(3.8)	(3.9)	(3.7)	(3.5)
Not at all well	7.0	10.5	8.1	8.9	9.4	9.1	7.6	5.6	11.7
	(3.7)	(4.3)	(2.9)	(4.6)	(3.0)	(4.2)	(3.4)	(3.2)	(3.9)
Number of respondents	92	99	181	75	239	90	121	116	171
Percentage able to read/understand common signs:									
Very well	73.6	69.2	81.8	73.1	76.3	68.0	68.9	76.5	76.7
	(6.3)	(6.6)	(4.1)	(7.2)	(4.4)	(6.9)	(6.0)	(5.9)	(5.1)
Pretty well	19.3	19.7	12.7	16.2	16.3	20.9	20.5	17.8	15.1
	(5.7)	(5.7)	(3.6)	(6.0)	(3.8)	(6.0)	(5.3)	(5.3)	(4.3)
Not very well	4.5	6.6	1.7	8.2	0.9	10.3	8.5	3.2	2.1
	(3.0)	(3.5)	(1.4)	(4.5)	(1.0)	(4.5)	(3.6)	(2.4)	(1.7)
Not at all well	2.6	4.5	3.9	2.5	6.6	0.9	2.1	2.5	6.1
	(2.3)	(2.9)	(2.1)	(2.6)	(2.5)	(1.4)	(1.9)	(2.2)	(2.9)
Number of respondents	93	99	183	75	241	89	120	117	172

Source: Parent interviews.

Table 6A: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

Reported Functional Skills of Youth	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage able to count change:															
Very well	59.4	57.3	49.7	60.7	48.7	72.2	55.6	64.5	56.1	55.0	71.9	70.4	33.4	39.0	70.9
	(3.6)	(4.6)	(10.5)	(10.0)	(5.0)	(4.9)	(6.3)	(5.8)	(6.7)	(4.3)	(9.0)	(8.9)	(9.3)	(7.7)	(4.3)
Pretty well	18.3	18.2	19.7	24.3	21.6	14.3	24.4	15.1	16.7	19.8	9.3	18.5	12.5	29.2	16.5
	(2.9)	(3.6)	(8.3)	(8.8)	(4.1)	(3.8)	(5.4)	(4.3)	(5.0)	(3.5)	(5.8)	(7.6)	(6.6)	(7.2)	(3.5)
Not very well	15.1	15.9	21.6	14.1	18.1	11.5	13.8	14.8	16.8	16.6	15.2	7.9	27.3	20.9	10.8
	(2.6)	(3.4)	(8.6)	(7.1)	(3.8)	(3.5)	(4.3)	(4.3)	(5.1)	(3.2)	(7.2)	(5.3)	(8.8)	(6.4)	(2.9)
Not at all well	7.2	8.6	8.9	0.9	11.6	1.9	6.3	5.6	10.4	8.6	3.6	3.3	26.8	10.8	1.8
	(1.9)	(2.6)	(6.0)	(2.0)	(3.2)	(1.5)	(3.0)	(2.8)	(4.1)	(2.4)	(3.7)	(3.5)	(8.8)	(4.9)	(1.2)
Number of respondents	418	234	71	46	237	181	131	148	139	292	62	64	64	98	246
Average functional skills scale score:*															
4 to 8	10.5	13.1	7.4	5.7	14.2	6.2	9.0	9.8	13.3	12.9	5.0	3.7	41.5	14.2	2.9
	(2.3)	(3.2)	(5.5)	(4.8)	(3.5)	(2.6)	(3.6)	(3.6)	(4.7)	(2.9)	(4.4)	(3.7)	(10.0)	(5.5)	(1.6)
9 to 12	22.0	21.0	28.9	28.3	27.9	15.0	24.9	18.4	24.3	24.1	16.3	16.9	20.3	39.7	16.9
	(3.1)	(3.8)	(9.6)	(9.4)	(4.5)	(3.9)	(5.4)	(4.7)	(5.9)	(3.7)	(7.6)	(7.4)	(8.2)	(7.7)	(3.5)
13 to 15	19.0	20.2	26.8	20.6	22.1	15.4	18.6	19.3	19.1	19.7	19.4	15.6	21.2	14.7	20.5
	(2.9)	(3.8)	(9.4)	(8.4)	(4.2)	(4.0)	(4.9)	(4.8)	(5.4)	(3.5)	(8.1)	(7.1)	(8.3)	(5.6)	(3.8)
16	48.4	45.8	36.9	45.4	35.8	63.5	47.4	52.5	43.3	43.4	59.2	63.8	17.0	31.4	59.7
	(3.7)	(4.7)	(10.2)	(10.4)	(4.8)	(5.3)	(6.3)	(6.1)	(6.8)	(4.3)	(10.0)	(9.4)	(7.6)	(7.3)	(4.6)
Number of respondents	411	229	70	45	232	179	131	146	134	288	60	63	61	97	244

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* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews.

Table 6B: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Reported Functional Skills of Youth	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to count change:									
Very well	64.9	62.7	51.2	69.9	54.3	63.5	62.3	63.2	54.3
	(6.8)	(6.9)	(5.4)	(7.5)	(5.1)	(7.1)	(6.3)	(6.7)	(6.0)
Pretty well	16.2	17.7	23.3	11.0	20.8	19.8	19.9	19.3	16.8
	(5.3)	(5.4)	(4.5)	(5.1)	(4.2)	(5.8)	(5.2)	(5.4)	(4.5)
Not very well	14.4	12.7	17.4	10.2	16.1	15.4	13.2	12.2	20.0
	(5.0)	(4.7)	(4.1)	(4.9)	(3.8)	(5.3)	(4.4)	(4.5)	(4.8)
Not at all well	4.5	6.9	8.1	8.9	8.9	1.3	4.6	5.4	8.9
	(3.0)	(3.6)	(2.9)	(4.7)	(2.9)	(1.6)	(2.7)	(3.1)	(3.4)
Number of respondents	93	99	183	75	241	90	120	117	173
Average functional skills scale score:*									
4 to 8	7.8	11.0	10.7	13.6	10.4	6.4	8.7	5.8	14.0
	(3.8)	(4.4)	(3.3)	(5.6)	(3.2)	(3.6)	(3.7)	(3.3)	(4.2)
9 to 12	21.1	24.7	20.6	13.7	26.8	18.6	20.6	24.9	22.2
	(5.9)	(6.1)	(4.4)	(5.6)	(4.6)	(5.8)	(5.3)	(6.0)	(5.0)
13 to 15	16.7	17.5	26.2	12.7	18.4	27.7	24.1	16.0	17.4
	(5.4)	(5.4)	(4.8)	(5.5)	(4.0)	(6.7)	(5.6)	(5.1)	(4.6)
16	54.5	46.8	42.5	60.0	44.3	47.3	46.5	53.3	46.4
	(7.2)	(7.1)	(5.3)	(8.0)	(5.1)	(7.4)	(6.5)	(6.9)	(6.0)
Number of respondents	92	99	180	74	238	87	118	115	170

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* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews.

Table 7A: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS

Assistive Devices Reported Used	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage who used for hearing assistance a:															
Telecommunications device															
Telephone amplifier															
Hearing aid															
Closed captioned TV															
Other hearing assistance															
Number of respondents															

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

Assistive Devices Reported Used	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage who used for mobility assistance:															
A wheelchair	10.8	9.3	14.5	14.5	9.6	12.1	8.5	10.5	13.5	9.2	16.6	13.2	30.4	19.2	4.0
	(2.3)	(2.7)	(7.7)	(7.9)	(3.0)	(3.7)	(3.5)	(3.9)	(4.8)	(2.6)	(7.5)	(6.9)	(9.3)	(6.4)	(1.9)
Crutches, a cane, or a walker	7.0	7.5	9.9	3.9	6.5	7.5	7.7	4.8	9.3	6.1	8.8	9.6	14.1	17.6	2.2
	(1.9)	(2.5)	(6.5)	(4.3)	(2.5)	(3.0)	(3.4)	(2.7)	(4.1)	(2.1)	(5.7)	(6.0)	(7.0)	(6.2)	(1.4)
Modifications to a car	1.9	1.1	7.4	0.0	2.5	1.2	0.0	2.4	3.2	1.2	6.4	1.3	8.1	3.7	0.0
	(1.0)	(1.0)	(5.7)	(0.0)	(1.6)	(1.2)	(0.0)	(1.9)	(2.5)	(1.0)	(5.0)	(2.3)	(5.5)	(3.1)	(0.0)
Prosthetics/orthotics	8.8	6.4	13.7	16.0	5.3	13.1	8.5	11.8	4.9	8.4	11.6	8.1	11.5	15.3	6.4
	(2.1)	(2.3)	(7.5)	(8.2)	(2.3)	(3.8)	(3.5)	(4.1)	(3.0)	(2.5)	(6.5)	(5.6)	(6.5)	(5.9)	(2.3)
Computers to aid mobility	5.2	4.6	8.6	8.9	6.1	3.9	5.9	2.6	8.0	6.0	5.0	1.2	12.2	5.7	3.6
	(1.7)	(2.0)	(6.1)	(6.4)	(2.4)	(2.2)	(3.0)	(2.0)	(3.8)	(2.1)	(4.4)	(2.3)	(6.7)	(3.8)	(1.8)
Other mobility assistance	1.4	0.8	0.0	6.0	0.8	2.2	0.7	1.9	1.5	1.4	0.9	2.2	0.0	4.4	0.8
	(0.9)	(0.9)	(0.0)	(5.3)	(0.9)	(1.7)	(1.0)	(1.7)	(1.7)	(1.0)	(1.9)	(3.0)	(0.0)	(3.3)	(0.9)
Number of respondents	394	227	66	39	229	165	128	137	129	275	60	59	61	89	236
Percentage who used for visual assistance:															
A seeing eye dog															
Braille or large print readers															
An opticon/optical scanner															
Computers to aid vision															
Other vision assistance															
Number of respondents															

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

Source: Parent interviews

Table 78: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Assistive Devices Reported Used	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who used for hearing assistance a:									
Telecommunications device				DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.					
Telephone amplifier									
Hearing aid									
Closed captioned TV									
Other hearing assistance									
Number of respondents									
Percentage who used for mobility assistance:									
A wheelchair	13.4 (5.0)	5.4 (3.4)	10.5 (3.4)	6.7 (4.3)	12.7 (3.6)	11.3 (4.6)	14.3 (4.6)	7.3 (3.8)	9.9 (3.7)
Crutches, a cane, or a walker	6.7 (3.7)	5.0 (3.3)	9.6 (3.3)	6.3 (4.2)	8.4 (3.0)	5.5 (3.3)	5.1 (2.9)	6.3 (3.5)	10.1 (3.8)
Modifications to a car	2.4 (2.3)	0.0 (0.0)	2.3 (1.7)	0.0 (0.0)	2.9 (1.8)	1.6 (1.8)	2.6 (2.1)	0.8 (1.3)	1.3 (1.4)
Prosthetics/orthotics	12.4 (4.9)	3.8 (2.9)	9.0 (3.2)	10.7 (5.3)	11.4 (3.4)	2.9 (2.5)	6.9 (3.4)	3.4 (2.6)	15.5 (4.5)
Computers to aid mobility	5.9 (3.5)	1.9 (2.0)	7.2 (2.9)	1.2 (1.8)	7.7 (2.8)	3.5 (2.7)	5.4 (3.0)	4.8 (3.1)	5.7 (2.9)
Other mobility assistance	2.4 (2.3)	0.0 (0.0)	0.7 (0.9)	1.6 (2.2)	2.1 (1.5)	0.0 (0.0)	3.1 (2.3)	0.4 (1.0)	0.6 (1.0)
Number of respondents	87	88	172	67	225	89	113	108	160
Percentage who used for visual assistance:									
A seeing eye dog				DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.					
Braille or large print readers									
An opticon/optical scanner									
Computers to aid vision									
Other vision assistance									
Number of respondents									

Source: Parent interviews

Table 8A. EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Parent Expectations	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage with likelihood of graduating from high school *															
Definitely will	45.1	41.8	49.7	53.9	38.7	53.9	47.0	50.2	26.0	48.4	0.0	---	16.4	48.7	49.7
	(4.3)	(5.0)	(11.6)	(11.7)	(5.6)	(6.5)	(6.5)	(6.8)	(9.3)	(4.5)	(0.0)		(8.5)	(9.1)	(5.5)
Probably will	28.8	35.2	32.2	13.8	28.8	28.7	33.7	30.3	12.7	28.4	39.1	---	22.5	15.1	35.4
	(3.9)	(4.9)	(10.9)	(8.1)	(5.2)	(5.9)	(6.2)	(6.2)	(7.0)	(4.1)	(18.3)		(9.6)	(6.5)	(5.2)
Probably won't	8.0	7.6	3.6	9.0	7.0	9.2	8.1	7.2	9.9	7.1	10.5	---	16.1	7.8	6.0
	(2.3)	(2.7)	(4.3)	(6.7)	(2.9)	(3.8)	(3.6)	(3.5)	(6.3)	(2.3)	(11.5)		(8.5)	(4.8)	(2.6)
Definitely won't	18.1	15.3	14.5	23.3	25.4	8.1	11.3	12.3	51.3	16.2	50.4	---	45.0	28.5	8.8
	(3.3)	(3.7)	(8.2)	(9.9)	(5.0)	(3.6)	(4.1)	(4.5)	(10.6)	(3.3)	(18.7)		(11.5)	(8.2)	(3.1)
Number of respondents	298	182	57	36	177	121	121	121	56	269	17	12	41	74	182
Percentage with likelihood of graduating from 4-year college:															
Definitely will	14.3	13.9	21.5	10.8	10.6	19.0	15.1	15.2	12.1	11.9	28.0	15.1	4.8	5.2	20.1
	(2.8)	(3.3)	(8.9)	(6.6)	(3.3)	(4.7)	(4.8)	(4.8)	(4.8)	(3.0)	(9.8)	(8.3)	(4.4)	(3.7)	(4.1)
Probably will	24.4	30.9	18.0	15.1	19.5	30.4	33.1	21.6	18.0	26.5	13.0	23.2	11.9	24.7	27.2
	(3.4)	(4.4)	(8.3)	(7.6)	(4.3)	(5.5)	(6.3)	(5.5)	(5.7)	(4.1)	(7.4)	(9.8)	(6.7)	(7.1)	(4.6)
Probably won't	21.8	20.3	16.6	31.9	22.7	20.6	24.1	24.0	15.3	22.4	20.0	19.7	15.2	19.8	24.1
	(3.3)	(3.9)	(8.0)	(9.9)	(4.5)	(4.9)	(5.7)	(5.7)	(5.3)	(3.9)	(8.8)	(9.2)	(7.5)	(6.6)	(4.4)
Definitely won't	39.5	35.0	43.9	42.2	47.1	30.0	27.7	39.3	54.6	39.3	39.0	42.0	68.0	50.2	28.6
	(3.9)	(4.6)	(10.7)	(10.5)	(5.4)	(5.5)	(6.0)	(6.5)	(7.4)	(4.5)	(10.7)	(11.5)	(9.7)	(8.3)	(4.6)
Number of respondents	358	217	68	43	204	154	118	126	114	257	54	47	55	91	211
Percentage with likelihood of graduating from 2-year college:**															
Definitely will	2.2	0.5	1.5	7.3	1.6	3.2	1.0	4.1	0.7	0.4	16.0	0.0	0.0	0.0	4.2
	(1.5)	(0.9)	(3.5)	(6.2)	(1.6)	(2.9)	(1.9)	(3.1)	(1.5)	(0.7)	(9.7)	(0.0)	(0.0)	(0.0)	(2.8)
Probably will	19.7	29.2	9.1	10.9	16.4	25.3	15.4	26.4	14.0	20.7	15.3	17.7	10.8	16.8	24.7
	(4.0)	(5.6)	(8.1)	(7.4)	(4.7)	(7.1)	(6.8)	(7.0)	(6.2)	(4.7)	(9.5)	(11.7)	(7.1)	(7.0)	(6.0)
Probably won't	28.2	21.5	48.0	37.1	28.4	27.9	35.3	27.9	22.2	29.5	28.4	19.7	13.5	27.4	34.5
	(4.5)	(5.0)	(14.1)	(11.5)	(5.7)	(7.3)	(9.0)	(7.1)	(7.4)	(5.3)	(11.9)	(12.2)	(7.8)	(8.4)	(6.6)
Definitely won't	49.9	48.8	41.5	44.7	53.6	43.6	48.2	41.6	63.1	49.4	40.3	62.6	75.7	55.9	36.5
	(5.0)	(6.1)	(13.9)	(11.8)	(6.3)	(8.1)	(9.4)	(7.8)	(8.6)	(5.8)	(12.9)	(14.8)	(9.7)	(9.4)	(6.7)
Number of respondents	240	139	45	33	152	88	66	86	88	168	40	32	50	70	119

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* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.

** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent interviews.

Table 8B: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

Parent Expectations	Household Income: Under $12,000	Household Income: 12,000-$24,999	Household Income: $25,000 and Over	Ethnicity: Black	Ethnicity: White	Ethnicity: Hispanic	Head of Household's Education: No High School Diploma	Head of Household's Education: High School Diploma	Head of Household's Education: Beyond High School
Percentage with likelihood of graduating from high school:*									
Definitely will	44.3	44.1	47.5	38.6	48.5	43.5	32.9	54.7	51.8
	(8.7)	(8.4)	(6.1)	(9.5)	(6.1)	(8.1)	(6.9)	(8.4)	(6.9)
Probably will	36.3	28.4	20.4	34.8	20.0	42.8	39.2	20.2	23.4
	(8.4)	(7.7)	(4.9)	(9.3)	(4.9)	(8.1)	(7.2)	(6.8)	(5.9)
Probably won't	6.4	10.6	9.8	12.5	5.7	10.4	11.0	7.8	5.3
	(4.3)	(5.2)	(3.6)	(6.5)	(2.8)	(5.0)	(4.6)	(4.5)	(3.1)
Definitely won't	13.1	17.0	22.3	14.1	25.8	3.2	16.9	17.3	19.5
	(5.9)	(6.4)	(5.1)	(6.8)	(5.3)	(2.9)	(5.5)	(6.4)	(5.5)
Number of respondents	61	69	139	50	171	69	92	75	128
Percentage with likelihood of graduating from 4-year college:									
Definitely will	19.4	9.9	12.3	21.0	12.2	15.6	11.8	15.8	15.9
	(6.3)	(4.8)	(3.7)	(7.0)	(3.6)	(6.1)	(4.6)	(5.6)	(4.7)
Probably will	26.5	23.6	20.3	33.4	13.3	44.7	34.0	24.4	15.7
	(7.1)	(6.8)	(4.5)	(8.2)	(3.8)	(8.3)	(6.7)	(6.6)	(4.7)
Probably won't	20.6	25.6	22.7	17.0	24.5	16.6	17.7	25.4	23.4
	(6.5)	(7.0)	(4.7)	(6.5)	(4.7)	(6.2)	(5.4)	(6.6)	(5.4)
Definitely won't	33.6	41.0	44.6	28.6	50.0	23.0	36.5	34.5	44.9
	(7.5)	(7.9)	(5.5)	(7.8)	(5.5)	(7.1)	(6.8)	(7.3)	(6.4)
Number of respondents	76	78	171	67	212	68	104	96	154
Percentage with likelihood of graduating from 2-year college:**									
Definitely will	0.6	6.9	0.8	0.0	3.0	1.7	0.0	4.9	2.2
	(1.7)	(4.9)	(1.2)	(0.0)	(2.1)	(3.1)	(0.0)	(4.2)	(2.3)
Probably will	23.8	14.5	20.1	23.3	12.2	46.4	21.3	23.4	16.6
	(9.1)	(6.9)	(5.4)	(10.6)	(4.1)	(11.8)	(7.6)	(8.3)	(5.7)
Probably won't	26.2	39.2	23.6	24.8	31.0	15.4	22.5	29.5	32.3
	(9.4)	(9.5)	(5.7)	(10.8)	(5.8)	(8.6)	(7.7)	(9.0)	(7.1)
Definitely won't	49.3	39.3	55.5	51.8	53.8	36.4	56.2	42.2	48.9
	(10.7)	(9.5)	(6.7)	(12.5)	(6.3)	(11.4)	(9.2)	(9.7)	(7.6)
Number of respondents	44	55	120	32	163	37	63	61	113

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* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.

** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent interviews.

Table 8A: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Parent Expectations	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage with likelihood of getting a paid job:*															
Definitely will	36.3	43.3	34.3	19.6	31.2	42.0	42.7	40.9	18.2	39.6	29.4	12.2	8.9	22.2	52.2
	(5.1)	(6.0)	(14.0)	(14.3)	(6.4)	(7.9)	(7.9)	(9.5)	(7.5)	(5.7)	(14.4)	(12.3)	(6.8)	(8.7)	(7.1)
Probably will	44.1	37.0	60.6	60.3	44.9	43.1	47.9	44.2	37.4	43.5	39.9	56.9	40.4	53.8	40.5
	(5.2)	(5.9)	(14.4)	(17.6)	(6.9)	(7.9)	(8.0)	(9.6)	(9.4)	(5.8)	(15.5)	(18.5)	(11.7)	(10.5)	(7.0)
Probably won't	8.9	8.8	0.6	17.1	8.9	8.9	3.7	6.2	22.0	6.2	19.1	21.7	18.8	11.4	4.5
	(3.0)	(3.4)	(2.2)	(13.5)	(4.0)	(4.6)	(3.0)	(4.7)	(8.1)	(2.8)	(12.4)	(15.4)	(9.3)	(6.7)	(2.9)
Definitely won't	10.7	10.9	4.6	3.0	15.0	6.0	5.8	8.7	22.4	10.8	11.7	9.2	31.9	12.6	2.9
	(3.3)	(3.8)	(6.2)	(6.2)	(5.0)	(3.8)	(3.7)	(5.5)	(8.1)	(3.6)	(10.1)	(10.8)	(11.1)	(7.0)	(2.4)
Number of respondents	201	134	35	15	117	84	81	58	62	154	26	21	39	55	106
Percentage with likelihood of living on their own:**															
Definitely will	27.8	26.8	23.4	37.0	25.0	31.5	24.6	36.0	18.2	26.6	39.5	22.4	0.0	13.5	40.5
	(3.6)	(4.2)	(8.8)	(10.4)	(4.6)	(5.6)	(5.8)	(6.1)	(5.9)	(4.0)	(10.8)	(10.3)	(0.0)	(5.6)	(4.9)
Probably will	30.5	27.6	36.3	36.4	32.6	27.7	38.0	24.3	31.4	30.4	27.1	35.0	18.8	32.2	32.9
	(3.7)	(4.3)	(10.0)	(10.4)	(4.9)	(5.4)	(6.5)	(5.5)	(7.1)	(4.2)	(9.8)	(11.8)	(8.2)	(7.7)	(4.7)
Probably won't	22.4	24.8	25.6	13.0	19.6	26.0	23.9	23.1	19.5	23.1	15.4	26.2	32.3	29.4	16.9
	(3.3)	(4.1)	(9.1)	(7.3)	(4.2)	(5.3)	(5.7)	(5.4)	(6.0)	(3.8)	(7.9)	(10.8)	(9.8)	(7.5)	(3.8)
Definitely won't	19.3	20.7	14.7	13.7	22.7	14.8	13.5	16.7	30.9	19.9	18.0	16.4	48.9	24.9	9.7
	(3.1)	(3.9)	(7.4)	(7.4)	(4.4)	(4.3)	(4.6)	(4.8)	(7.0)	(3.6)	(8.4)	(9.1)	(10.5)	(7.1)	(3.0)
Number of respondents	359	220	66	42	210	149	116	133	110	262	54	43	57	89	212

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* Of those with a child not already employed. See Table 43 for percentage not working for pay.
** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews.

Table 88: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

Parent Expectations	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with likelihood of getting a paid job:*									
Definitely will	40.9	32.0	34.5	51.9	26.8	44.7	37.2	42.0	31.5
	(9.5)	(9.6)	(7.6)	(11.2)	(7.2)	(9.1)	(8.2)	(9.9)	(8.6)
Probably will	45.2	46.7	44.1	32.9	52.4	35.3	43.6	41.1	46.6
	(9.6)	(10.2)	(8.0)	(10.6)	(8.1)	(8.8)	(8.4)	(9.9)	(9.2)
Probably won't	6.9	8.9	7.6	10.1	7.4	10.5	12.4	6.7	7.0
	(4.9)	(5.8)	(4.2)	(6.8)	(4.3)	(5.6)	(5.6)	(5.0)	(4.7)
Definitely won't	7.0	12.4	13.9	5.1	13.4	9.6	6.8	10.2	14.9
	(5.0)	(6.8)	(5.5)	(5.0)	(5.5)	(5.4)	(4.3)	(6.1)	(6.6)
Number of respondents	52	48	76	41	96	56	70	54	74
Percentage with likelihood of living on their own:**									
Definitely will	26.8	30.0	31.8	31.8	33.1	12.4	19.5	29.1	35.2
	(7.1)	(7.2)	(5.2)	(8.2)	(5.2)	(5.3)	(5.7)	(6.8)	(5.9)
Probably will	36.0	19.6	33.6	34.0	28.2	32.5	27.3	40.3	26.2
	(7.7)	(6.2)	(5.2)	(8.3)	(4.9)	(7.5)	(6.4)	(7.4)	(5.5)
Probably won't	22.9	33.0	14.0	19.6	19.1	34.5	28.0	17.9	21.2
	(6.7)	(7.4)	(3.8)	(7.0)	(4.3)	(7.6)	(6.4)	(5.8)	(5.1)
Definitely won't	14.4	17.4	20.6	14.6	19.7	20.7	25.3	12.7	17.5
	(5.6)	(5.9)	(4.5)	(6.2)	(4.4)	(6.5)	(6.2)	(5.0)	(4.7)
Number of respondents	74	81	172	64	210	74	98	102	155

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* Of those with a child not already employed. See Table 43 for percentage not working for pay.

** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews.

Table 9A TYPES AND GRADE LEVELS OF SCHOOOLS ATTENDED BY SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
School Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage whose school was a:															
Comprehensive secondary school	88.0	84.3	98.0	97.7	87.5	88.7	95.0	91.4	73.2	89.1	77.0	98.2	75.4	78.6	92.1
	(2.5)	(3.5)	(2.7)	(2.7)	(3.5)	(3.7)	(2.8)	(3.5)	(6.8)	(2.8)	(8.3)	(3.4)	(9.7)	(7.2)	(2.8)
Special school for students with disabilities	10.2	13.5	2.0	2.3	10.4	9.9	2.7	7.5	24.6	8.5	23.0	1.8	24.6	18.7	5.8
	(2.4)	(3.3)	(2.7)	(2.7)	(3.2)	(3.5)	(2.1)	(3.2)	(6.6)	(2.5)	(8.3)	(3.4)	(9.7)	(6.8)	(2.4)
Vocational/technical school	0.8	1.5	0.0	0.0	1.5	0.0	0.0	0.6	2.3	1.1	0.0	0.0	0.0	2.7	0.4
	(0.7)	(1.2)	(0.0)	(0.0)	(1.3)	(0.0)	(0.0)	(0.9)	(2.3)	(0.9)	(0.0)	(0.0)	(0.0)	(2.9)	(0.7)
Other type of school	1.0	0.8	0.0	0.0	0.6	1.5	2.3	0.6	0.0	1.3	0.0	0.0	0.0	0.0	1.7
	(0.8)	(0.8)	(0.0)	(0.0)	(0.8)	(1.4)	(2.0)	(0.9)	(0.0)	(1.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.3)
Number of respondents	368	217	83	56	210	158	119	145	104	266	64	35	44	80	204
Percentage whose school served grades:															
K through 8 or 12	9.8	7.2	5.3	18.3	9.0	10.7	7.0	10.5	12.1	9.5	15.0	3.7	10.9	13.7	9.2
	(2.3)	(2.5)	(4.2)	(7.0)	(3.0)	(3.6)	(3.3)	(3.8)	(5.0)	(2.6)	(7.0)	(4.9)	(7.0)	(6.0)	(2.9)
6 through 12	8.9	9.1	3.3	12.5	9.7	8.0	4.8	8.0	15.8	7.8	10.4	16.4	11.1	6.4	6.8
	(2.2)	(2.7)	(3.4)	(6.0)	(3.1)	(3.2)	(2.8)	(3.3)	(5.6)	(2.4)	(6.0)	(9.5)	(7.1)	(4.3)	(2.6)
6 or 7 through 8 or 9	10.9	13.7	9.1	7.2	11.2	10.5	29.0	2.5	2.6	14.3	0.5	0.0	15.7	11.1	10.6
	(2.4)	(3.3)	(5.4)	(4.7)	(3.3)	(3.6)	(5.9)	(1.9)	(2.5)	(3.1)	(1.4)	(0.0)	(8.2)	(5.5)	(3.1)
9 or 10 through 12	67.5	67.8	82.1	60.5	66.8	68.4	59.2	76.7	61.8	65.6	69.2	79.9	59.8	61.8	71.6
	(3.6)	(4.5)	(7.2)	(8.9)	(4.9)	(5.4)	(6.4)	(5.2)	(7.5)	(4.3)	(9.1)	(10.3)	(11.1)	(8.5)	(4.6)
Ungraded students only	2.9	2.2	0.2	1.6	3.3	2.5	0.0	2.3	7.7	2.9	4.9	0.0	2.5	7.0	1.9
	(1.3)	(1.4)	(0.7)	(2.3)	(1.9)	(1.8)	(0.2)	(1.9)	(4.1)	(1.5)	(4.3)	(0.0)	(3.5)	(4.5)	(1.4)
Number of respondents	368	217	83	56	210	158	119	145	104	266	64	35	44	80	204

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 9B: TYPES AND GRADE LEVELS OF SCHOOOLS ATTENDED BY SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

School Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage whose school was a:									
Comprehensive secondary school	88.5	90.2	84.5	75.1	89.0	90.7	90.1	87.4	83.7
	(5.3)	(4.8)	(4.2)	(8.3)	(3.4)	(4.7)	(4.4)	(5.2)	(4.8)
Special school for students with disabilities	8.4	7.5	14.3	22.5	9.4	6.6	7.3	10.9	14.5
	(4.6)	(4.3)	(4.1)	(8.0)	(3.2)	(4.0)	(3.8)	(4.9)	(4.5)
Vocational/technical school	1.8	1.2	0.0	0.0	0.5	2.7	2.6	0.0	0.0
	(2.2)	(1.7)	(0.0)	(0.0)	(0.8)	(2.6)	(2.4)	(0.0)	(0.0)
Other type of school	1.3	1.2	1.1	2.5	1.1	0.0	0.0	1.7	1.7
	(1.9)	(1.7)	(1.2)	(3.0)	(1.1)	(0.0)	(0.0)	(2.0)	(1.7)
Number of respondents	69	76	155	52	204	73	92	90	143
Percentage whose school served grades:									
K through 8 or 12	12.6	7.5	8.9	12.9	12.2	4.4	12.5	16.1	4.7
	(5.5)	(4.3)	(3.3)	(6.5)	(3.6)	(3.3)	(4.9)	(5.7)	(2.7)
6 through 12	5.6	5.7	7.6	11.1	7.1	7.5	3.8	4.9	11.4
	(3.8)	(3.7)	(3.1)	(6.1)	(2.8)	(4.3)	(2.8)	(3.4)	(4.1)
6 or 7 through 8 or 9	16.1	10.1	7.6	12.8	8.6	15.7	18.2	5.3	9.6
	(6.1)	(4.9)	(3.1)	(6.4)	(3.1)	(5.9)	(5.7)	(3.5)	(3.8)
9 or 10 through 12	63.6	75.7	69.2	59.8	67.9	71.3	63.5	71.0	69.3
	(8.0)	(6.9)	(5.4)	(9.4)	(5.1)	(7.3)	(7.1)	(7.1)	(5.9)
Ungraded students only	2.2	1.0	6.7	3.4	4.1	1.1	2.0	2.7	5.0
	(2.5)	(1.6)	(2.9)	(3.5)	(2.2)	(1.7)	(2.1)	(2.5)	(2.8)
Number of respondents	69	76	155	52	204	73	92	90	143

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10A: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

Student Enrollment	Total	Community Urban	 Suburb	 Rural	Gender Male	 Female	Age in 1987 15-16	 17-18	 19 or Older	School Status In-Sch	 Out 1 yr/less	 Out 1-2 Years	Self-Care Ability Low	 Med	 High
Average enrollment of:															
All students	1321	1678	1373	641	1226	1441	1514	1310	1104	1362	1068	1412	1202	1097	1464
	(72.2)	(87.6)	(175)	(59.2)	(95.6)	(108)	(120)	(114)	(137)	(86.4)	(155)	(209)	(204)	(159)	(95.4)
Secondary special education students	115	151	100	43	121	108	104	110	135	120	108	93	158	106	117
	(8.3)	(11.2)	(14.1)	(5.0)	(11.8)	(11.7)	(9.9)	(14.4)	(18.0)	(10.2)	(19.9)	(15.6)	(27.0)	(16.4)	(11.6)
Number of respondents	345	206	77	51	195	150	109	133	103	245	62	35	42	76	188
Average secondary school enrollment of students categorized as:															
Learning disabled	64	86	54	28	66	61	66	68	57	70	44	50	70	48	73
	(5.9)	(8.6)	(8.2)	(3.8)	(8.2)	(8.3)	(7.4)	(10.8)	(10.9)	(7.4)	(10.5)	(8.5)	(17.8)	(10.7)	(8.5)
Emotionally disturbed	12	15	10	5	13	10	10	13	13	13	11	9	19	12	12
	(1.7)	(2.5)	(3.5)	(1.1)	(2.7)	(2.0)	(2.1)	(2.6)	(4.4)	(2.2)	(3.9)	(2.5)	(8.9)	(4.0)	(1.9)
Speech impaired	2	3	3	1	2	2	3	1	2	2	3	3	1	2	2
	(0.6)	(0.9)	(2.0)	(0.4)	(0.8)	(1.0)	(1.4)	(0.5)	(1.5)	(0.7)	(2.4)	(1.2)	(0.6)	(1.8)	(0.9)
Mentally retarded	5	3	6	4	5	4	4	4	8	5	5	7	4	7	4
	(1.4)	(1.0)	(2.8)	(2.4)	(2.3)	(1.5)	(1.1)	(1.4)	(4.6)	(1.7)	(3.4)	(3.4)	(2.5)	(3.7)	(2.0)
Deaf/hard of hearing	4	6	2	1	5	3	4	4	4	5	2	2	11	5	3
	(1.2)	(2.0)	(0.6)	(0.2)	(2.1)	(1.0)	(1.1)	(1.8)	(3.4)	(1.6)	(0.6)	(1.0)	(6.0)	(4.5)	(0.7)
Visually impaired	1	2	1	0	1	2	2	1	2	2	1	1	3	1	1
	(0.3)	(0.4)	(0.3)	(0.1)	(0.3)	(0.5)	(0.6)	(0.3)	(0.5)	(0.3)	(0.5)	(0.4)	(1.3)	(0.4)	(0.4)
Orthopedically impaired	7	11	3	1	7	7	4	4	14	6	10	7	14	7	6
	(1.7)	(2.7)	(1.2)	(0.3)	(2.6)	(2.1)	(1.0)	(1.6)	(5.6)	(1.6)	(5.6)	(8.2)	(8.5)	(3.7)	(1.8)
Other health impaired	3	5	3	0	4	3	2	2	7	3	6	2	4	4	3
	(1.0)	(1.6)	(0.8)	(0.1)	(1.5)	(1.3)	(0.5)	(0.9)	(3.3)	(1.0)	(4.3)	(1.1)	(2.8)	(2.2)	(1.3)
Multiply impaired, deaf/blind	4	6	1	1	5	3	1	2	10	3	7	3	6	6	3
	(1.1)	(1.6)	(0.5)	(0.3)	(1.7)	(1.2)	(0.4)	(1.1)	(3.5)	(1.2)	(3.8)	(2.7)	(3.2)	(2.4)	(1.4)
Number of respondents	342	204	76	51	192	150	106	133	103	242	62	35	42	76	186
Percentage in schools with minority student enrollment of:															
10% or less	25.5	6.8	22.0	65.2	28.7	21.4	19.3	26.0	32.4	23.6	24.3	45.3	27.4	27.3	21.2
	(3.5)	(2.5)	(8.0)	(8.8)	(4.9)	(4.9)	(5.3)	(5.6)	(7.4)	(3.9)	(8.7)	(13.3)	(10.5)	(7.9)	(4.3)
11% to 25%	11.2	1.7	25.6	18.1	14.4	7.2	6.2	15.7	9.7	10.7	13.5	10.7	7.0	15.8	7.5
	(2.5)	(1.3)	(8.4)	(7.1)	(3.8)	(3.1)	(3.2)	(4.7)	(4.7)	(2.9)	(6.9)	(8.3)	(6.0)	(6.5)	(2.8)
26% to 50%	19.6	16.3	39.7	11.7	19.5	19.7	21.3	20.1	16.7	20.1	19.1	15.8	20.3	22.8	19.8
	(3.2)	(3.7)	(9.5)	(5.9)	(4.3)	(4.8)	(5.5)	(5.1)	(5.9)	(3.7)	(7.9)	(9.8)	(9.5)	(7.4)	(4.2)
More than 50%	43.7	75.3	12.8	5.0	37.4	51.7	53.2	38.2	41.3	45.6	43.1	28.2	45.4	34.2	51.5
	(4.0)	(4.3)	(6.4)	(4.0)	(5.2)	(6.0)	(6.7)	(6.2)	(7.8)	(4.6)	(10.0)	(12.0)	(11.8)	(8.4)	(5.3)
Number of respondents	350	202	81	55	200	150	114	137	99	253	61	33	40	79	191

Source: Surveys of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10B: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Student Enrollment	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average enrollment of:									
All students	1375	1352	1346	1342	1119	1879	1423	1501	1168
	(158)	(153)	(110)	(182)	(95.2)	(145)	(137)	(149)	(118)
Secondary special education students	131	103	114	164	90	155	141	118	104
	(22.3)	(16.5)	(10.7)	(28.2)	(9.2)	(18.8)	(18.7)	(18.5)	(11.5)
Number of respondents	60	72	146	46	192	70	85	80	138
Average secondary school enrollment of students categorized as:									
Learning disabled	80	59	57	82	47	101	86	68	50
	(16.7)	(11.8)	(6.3)	(22.2)	(5.0)	(15.1)	(13.7)	(13.9)	(6.5)
Emotionally disturbed	14	10	14	15	11	17	15	10	13
	(3.8)	(3.1)	(3.3)	(4.8)	(2.3)	(4.1)	(3.3)	(2.7)	(3.6)
Speech impaired	1	5	1	2	2	3	3	2	1
	(0.9)	(2.3)	(0.6)	(2.3)	(0.8)	(1.4)	(1.7)	(1.5)	(0.6)
Mentally retarded	2	5	9	2	6	4	5	5	4
	(0.9)	(1.9)	(3.5)	(1.0)	(2.6)	(1.6)	(3.8)	(2.3)	(1.9)
Deaf/hard of hearing	5	3	3	6	3	6	6	5	2
	(2.9)	(1.4)	(0.8)	(5.8)	(1.4)	(1.8)	(3.4)	(3.0)	(0.5)
Visually impaired	1	2	1	2	1	2	2	2	1
	(0.6)	(0.8)	(0.3)	(0.8)	(0.3)	(0.8)	(0.7)	(0.6)	(0.3)
Orthopedically impaired	7	6	7	17	4	8	5	6	10
	(3.7)	(2.8)	(2.9)	(8.6)	(1.3)	(2.9)	(2.3)	(3.9)	(3.4)
Other health impaired	4	2	3	11	2	2	2	2	6
	(2.7)	(1.2)	(1.3)	(5.5)	(0.6)	(1.3)	(1.6)	(1.2)	(2.2)
Multiply impaired, deaf/blind	3	3	5	10	3	2	3	3	6
	(2.3)	(1.7)	(1.9)	(4.7)	(1.3)	(1.4)	(2.0)	(1.5)	(2.2)
Number of respondents	60	71	145	45	191	70	85	80	136
Percentage in schools with minority student enrollment of:									
10% or less	17.4	31.7	24.9	0.0	39.6	4.0	16.9	22.7	29.8
	(6.5)	(7.7)	(5.2)	(0.0)	(5.6)	(3.2)	(5.6)	(6.7)	(6.1)
11% to 25%	7.4	5.8	17.2	0.4	15.8	2.3	6.2	6.9	15.0
	(4.5)	(3.9)	(4.5)	(1.3)	(4.2)	(2.4)	(3.6)	(4.1)	(4.8)
26% to 50%	17.2	12.3	32.5	16.5	24.9	14.4	18.3	18.6	24.5
	(6.5)	(5.4)	(5.6)	(7.3)	(4.9)	(5.7)	(5.8)	(6.3)	(5.8)
More than 50%	58.0	50.2	25.4	83.1	19.7	79.3	58.7	51.8	30.7
	(8.4)	(8.3)	(5.2)	(7.3)	(4.5)	(6.6)	(7.4)	(8.0)	(6.2)
Number of respondents	66	73	147	50	192	72	89	86	134

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10A: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Student Enrollment	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools with low income student enrollment of:															
Less than 10%	12.3	10.0	32.1	2.5	14.6	9.4	13.4	12.6	10.4	12.6	12.3	9.5	9.9	10.8	13.4
	(2.6)	(3.0)	(8.9)	(2.9)	(3.8)	(3.5)	(4.5)	(4.3)	(4.8)	(3.1)	(6.6)	(7.8)	(7.1)	(5.6)	(3.6)
10% to 25%	32.0	17.4	51.9	47.4	31.8	32.2	24.1	37.1	33.3	28.0	38.6	53.1	29.0	35.8	27.2
	(3.8)	(3.8)	(9.6)	(9.3)	(5.0)	(5.7)	(5.7)	(6.3)	(7.4)	(4.2)	(9.7)	(13.4)	(10.7)	(8.6)	(4.7)
26% to 50%	24.4	24.8	5.7	36.7	24.7	24.0	26.3	23.5	23.5	25.8	27.0	7.2	25.1	22.9	28.0
	(3.5)	(4.3)	(4.4)	(9.0)	(4.7)	(5.2)	(5.8)	(5.5)	(6.7)	(4.1)	(8.8)	(6.9)	(10.3)	(7.6)	(4.8)
More than 50%	31.4	47.8	10.3	13.4	29.0	34.4	36.2	26.9	32.8	33.5	22.1	30.3	36.0	30.5	31.4
	(3.7)	(5.0)	(5.8)	(6.3)	(4.9)	(5.8)	(6.4)	(5.8)	(7.4)	(4.4)	(8.3)	(12.3)	(11.4)	(8.3)	(4.9)
Number of respondents	346	199	81	54	198	148	115	132	99	248	62	33	39	77	190
Of students in schools serving 12th grade, percentage in schools with student graduation rate of:*															
50% or less	20.8	36.6	2.1	3.1	16.9	25.4	18.4	20.1	24.5	22.9	22.9	3.8	44.0	18.9	21.3
	(3.6)	(5.3)	(3.1)	(3.4)	(4.6)	(5.8)	(6.3)	(5.4)	(7.4)	(4.5)	(9.0)	(5.1)	(13.3)	(8.0)	(4.8)
51% to 75%	26.0	30.2	10.8	28.8	26.4	25.5	37.0	22.4	21.7	26.6	17.7	36.7	21.6	22.5	23.9
	(3.9)	(5.1)	(6.7)	(9.0)	(5.4)	(5.8)	(7.8)	(5.7)	(7.1)	(4.7)	(8.1)	(12.9)	(11.0)	(8.6)	(5.0)
76% to 95%	45.4	30.6	72.8	54.4	44.5	46.5	37.6	50.3	44.3	43.5	54.9	42.0	29.3	50.7	46.3
	(4.5)	(5.1)	(9.6)	(9.9)	(6.0)	(6.6)	(7.8)	(6.8)	(8.6)	(5.3)	(10.6)	(13.2)	(12.2)	(10.3)	(5.9)
More than 95%	7.8	2.6	14.2	13.7	12.2	2.6	7.1	7.3	9.4	7.0	4.6	17.6	5.1	7.9	8.5
	(2.4)	(1.7)	(7.5)	(6.9)	(4.0)	(2.1)	(4.2)	(3.5)	(5.0)	(2.7)	(4.5)	(10.2)	(5.9)	(5.5)	(3.3)
Number of respondents	283	166	65	47	157	126	78	122	83	194	53	33	31	60	157
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:*															
25% or less	25.1	30.3	8.0	23.1	24.8	25.5	23.5	19.5	36.4	23.6	30.5	26.0	44.3	27.2	19.0
	(3.8)	(5.0)	(5.9)	(8.2)	(5.1)	(5.8)	(6.9)	(5.3)	(8.1)	(4.5)	(9.6)	(11.7)	(12.8)	(9.0)	(4.6)
26% to 50%	32.9	19.7	48.2	49.2	31.5	34.6	22.7	42.0	26.3	33.0	35.5	27.3	32.5	35.1	31.4
	(4.2)	(4.3)	(10.9)	(9.8)	(5.5)	(6.3)	(6.8)	(6.6)	(7.4)	(5.0)	(10.0)	(11.9)	(12.1)	(9.7)	(5.4)
51% to 75%	32.7	34.7	39.8	26.0	33.7	31.6	45.6	27.3	30.3	33.0	26.2	43.6	18.6	32.0	36.3
	(4.2)	(5.2)	(10.6)	(8.6)	(5.6)	(6.2)	(8.1)	(6.0)	(7.7)	(5.0)	(9.2)	(13.3)	(10.1)	(9.4)	(5.6)
More than 75%	9.3	15.3	4.0	1.8	10.1	8.3	8.2	11.1	6.9	10.3	7.9	3.2	4.6	5.6	13.3
	(2.6)	(3.9)	(4.2)	(2.6)	(3.6)	(3.7)	(4.5)	(4.2)	(4.3)	(3.2)	(5.6)	(4.7)	(5.4)	(4.6)	(4.0)
Number of respondents	289	171	65	48	164	125	78	124	87	198	55	33	33	62	159

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* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 108: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Student Enrollment	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with low income student enrollment of:									
Less than 10%	7.0	4.3	22.0	2.5	16.4	11.5	8.4	8.9	15.8
	(4.4)	(3.4)	(5.0)	(3.0)	(4.3)	(5.2)	(4.2)	(4.6)	(4.9)
10% to 25%	24.6	30.5	37.5	16.3	41.2	16.6	27.0	23.0	37.9
	(7.5)	(7.7)	(5.8)	(7.2)	(5.7)	(6.1)	(6.8)	(6.8)	(6.5)
26% to 50%	18.6	37.0	30.6	19.1	31.3	11.4	20.3	35.3	26.0
	(6.8)	(8.1)	(5.6)	(7.6)	(5.4)	(5.2)	(6.2)	(7.7)	(5.9)
More than 50%	49.8	28.2	9.9	62.2	11.1	60.6	44.3	32.8	20.4
	(8.7)	(7.5)	(3.6)	(9.4)	(3.6)	(8.0)	(7.6)	(7.6)	(5.4)
Number of respondents	64	72	144	51	188	70	87	85	133
Of students in schools serving 12th grade, percentage in schools with student graduation rate of:*									
50% or less	28.7	21.5	12.3	51.6	10.1	29.5	25.1	23.9	20.9
	(9.3)	(7.4)	(4.4)	(11.0)	(3.9)	(8.3)	(7.6)	(7.6)	(6.1)
51% to 75%	25.1	30.5	18.7	17.5	18.0	41.3	24.3	27.5	19.9
	(8.9)	(8.3)	(5.3)	(8.4)	(4.9)	(9.0)	(7.5)	(7.9)	(6.0)
76% to 95%	45.6	37.9	54.0	30.9	59.6	26.5	48.9	40.3	45.5
	(10.2)	(8.7)	(6.7)	(10.2)	(6.3)	(8.1)	(8.8)	(8.7)	(7.5)
More than 95%	0.6	10.0	14.9	0.0	12.3	2.7	1.7	8.3	13.7
	(1.6)	(5.4)	(4.8)	(0.0)	(4.2)	(3.0)	(2.3)	(4.9)	(5.2)
Number of respondents	48	61	116	40	153	57	67	70	108
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:*									
25% or less	24.3	23.8	18.2	42.9	19.4	24.1	23.7	28.4	20.3
	(8.5)	(7.7)	(5.1)	(10.9)	(5.0)	(7.7)	(7.4)	(7.7)	(6.1)
26% to 50%	35.4	37.5	25.3	11.7	41.5	24.9	37.1	37.3	25.1
	(9.5)	(8.8)	(5.8)	(7.1)	(6.3)	(7.8)	(8.4)	(8.3)	(6.5)
51% to 75%	29.0	32.3	43.2	33.1	32.5	35.3	26.5	27.9	44.7
	(9.0)	(8.5)	(6.6)	(10.4)	(6.0)	(8.6)	(7.7)	(7.7)	(7.5)
More than 75%	11.2	6.5	13.3	12.2	6.6	15.6	12.7	6.4	9.9
	(6.3)	(4.5)	(4.5)	(7.2)	(3.2)	(6.5)	(5.8)	(4.2)	(4.5)
Number of respondents	51	60	120	40	156	59	68	74	109

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* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11A: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Staffing Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
For students in secondary schools, percentage in schools whose FTE special education staff included															
Fewer than 5 professionals	32.9	20.0	31.7	62.6	37.0	27.6	28.7	37.2	30.4	32.9	25.7	46.0	12.8	31.8	35.9
	(3.7)	(3.9)	(8.8)	(8.8)	(5.1)	(5.3)	(6.0)	(6.0)	(7.2)	(4.3)	(8.7)	(12.8)	(7.5)	(8.2)	(5.0)
5 to 10 professionals	20.8	17.3	22.1	26.4	18.5	23.6	29.4	17.4	15.6	19.8	19.1	30.7	14.5	13.5	21.7
	(3.2)	(3.7)	(7.8)	(8.0)	(4.1)	(5.0)	(6.0)	(4.7)	(5.7)	(3.6)	(7.8)	(11.9)	(8.0)	(6.0)	(4.3)
11 to 25 professionals	28.0	32.1	40.8	9.4	23.5	33.6	33.5	24.7	26.8	29.1	29.4	15.8	33.0	34.8	26.7
	(3.5)	(4.5)	(9.3)	(5.3)	(4.5)	(5.6)	(6.2)	(5.4)	(6.9)	(4.2)	(9.1)	(9.4)	(10.6)	(8.4)	(4.6)
More than 25 professionals	18.4	30.6	5.4	1.6	20.9	15.2	8.3	20.7	27.3	18.2	25.8	7.4	39.7	19.9	15.7
	(3.1)	(4.5)	(4.3)	(2.3)	(4.3)	(4.3)	(3.7)	(5.1)	(6.9)	(3.5)	(8.7)	(6.7)	(11.1)	(7.0)	(3.8)
Number of respondents	359	210	83	56	205	154	116	142	101	258	63	35	44	79	196
For students in secondary schools, average ratio of secondary special education students to special education professionals	11.1	11.0	11.9	11.3	11.4	10.8	11.2	11.7	10.1	11.0	9.8	14.5	9.0	9.7	11.8
	(0.7)	(0.9)	(1.2)	(1.4)	(1.0)	(0.9)	(1.0)	(1.2)	(1.0)	(0.8)	(1.4)	(1.8)	(1.6)	(1.5)	(0.9)
Number of respondents	336	199	77	51	190	146	106	130	100	237	61	35	42	75	180
Percentage in schools with:															
Case managers for special ed. students	79.6	76.6	90.5	77.2	80.5	78.5	78.7	86.6	69.7	79.5	72.6	91.2	63.2	80.8	83.3
	(3.6)	(4.7)	(6.1)	(8.6)	(4.7)	(5.6)	(6.6)	(4.8)	(7.5)	(4.2)	(10.0)	(7.8)	(11.4)	(7.7)	(4.5)
Staff responsible for finding jobs for special ed. students	64.5	67.2	59.7	62.3	63.5	66.0	48.6	64.0	81.9	60.2	78.7	79.5	72.9	66.8	63.4
	(4.2)	(5.2)	(10.2)	(9.9)	(5.7)	(6.4)	(7.7)	(6.8)	(6.3)	(5.0)	(9.3)	(11.1)	(10.5)	(9.2)	(5.8)
Number of respondents	289	165	71	44	169	120	82	113	93	204	49	32	39	67	149
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*															
10% or less	39.8	40.5	29.3	45.9	36.2	44.9	35.2	38.3	49.5	37.6	41.5	55.4	36.3	44.6	37.5
	(4.7)	(5.9)	(9.9)	(10.8)	(6.2)	(7.3)	(7.4)	(7.4)	(10.1)	(5.4)	(13.5)	(14.6)	(14.3)	(11.6)	(6.0)
11% to 25%	9.4	3.0	10.9	20.9	11.1	7.1	5.8	8.5	16.5	9.3	8.9	11.7	10.6	14.5	6.9
	(2.8)	(2.0)	(6.7)	(8.8)	(4.0)	(3.7)	(3.6)	(4.3)	(7.5)	(3.2)	(7.8)	(9.4)	(9.2)	(8.2)	(3.2)
26% to 50%	2.5	3.6	0.0	2.5	2.8	2.2	4.2	2.6	0.0	2.4	5.9	0.0	0.0	0.0	4.4
	(1.5)	(2.2)	(0.0)	(3.4)	(2.1)	(2.1)	(3.1)	(2.4)	(0.0)	(1.7)	(6.5)	(0.0)	(0.0)	(0.0)	(2.6)
More than 50%	48.2	52.8	59.8	30.7	49.9	45.9	54.8	50.7	34.0	50.8	43.8	32.9	53.1	40.9	51.2
	(4.8)	(6.0)	(10.6)	(10.0)	(6.4)	(7.3)	(7.7)	(7.6)	(9.6)	(5.5)	(13.6)	(13.8)	(14.8)	(11.4)	(6.2)
Number of respondents	246	139	67	39	141	105	85	99	62	182	33	28	24	50	141

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11B: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Staffing Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
For students in secondary schools, percentage in schools whose FTE special education staff included:									
Fewer than 5 professionals	32.3	35.9	30.0	9.4	42.1	22.6	27.0	24.4	41.7
	(7.9)	(7.8)	(5.4)	(5.7)	(5.5)	(6.8)	(6.7)	(6.8)	(6.5)
5 to 10 professionals	12.6	19.5	25.1	14.5	23.9	14.2	16.3	23.8	17.5
	(5.6)	(6.5)	(5.1)	(6.8)	(4.8)	(5.7)	(5.5)	(6.8)	(5.0)
11 to 25 professionals	32.3	27.8	27.2	40.1	22.1	36.2	35.6	30.0	23.2
	(7.9)	(7.3)	(5.3)	(9.5)	(4.6)	(7.8)	(7.2)	(7.3)	(5.5)
More than 25 professionals	22.8	16.8	17.6	36.0	11.9	27.0	21.1	21.8	17.6
	(7.0)	(6.1)	(4.5)	(9.3)	(3.6)	(7.2)	(6.1)	(6.6)	(5.0)
Number of respondents	68	75	149	51	198	72	90	88	138
For students in secondary schools, average ratio of secondary special education students to special education professionals	10.0	10.4	11.9	7.9	11.8	11.5	10.2	10.6	11.8
	(1.5)	(1.2)	(1.0)	(1.5)	(1.0)	(1.5)	(1.2)	(1.3)	(1.2)
Number of respondents	59	71	140	45	186	69	83	78	133
Percentage in schools with:									
Case managers for special ed. students	76.6	82.4	80.8	74.5	83.8	71.0	84.4	77.5	76.6
	(8.1)	(7.2)	(5.2)	(10.0)	(4.6)	(8.4)	(6.4)	(7.6)	(6.0)
Staff responsible for finding jobs for special ed. students	67.0	66.4	62.8	68.1	62.4	69.8	76.5	59.1	60.6
	(8.6)	(8.8)	(6.4)	(10.2)	(6.1)	(8.4)	(7.2)	(8.9)	(7.0)
Number of respondents	54	57	123	38	163	55	68	67	118
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*									
10% or less	29.9	52.8	39.1	44.9	40.8	27.8	39.4	40.4	36.8
	(9.0)	(10.0)	(7.2)	(12.4)	(6.9)	(8.6)	(8.8)	(9.8)	(7.8)
11% to 25%	10.0	3.7	15.0	0.0	14.4	5.9	14.3	4.0	8.2
	(5.9)	(3.7)	(5.2)	(0.0)	(4.9)	(4.5)	(6.3)	(3.9)	(4.4)
26% to 50%	0.0	10.9	1.0	9.1	2.3	0.0	2.3	3.4	3.2
	(0.0)	(6.2)	(1.4)	(7.2)	(2.1)	(0.0)	(2.7)	(3.6)	(2.9)
More than 50%	60.1	32.6	44.9	46.0	42.5	66.3	44.0	52.[illegible]	51.7
	(9.6)	(9.4)	(7.3)	(12.4)	(6.9)	(9.1)	(9.0)	(9.9)	(8.1)
Number of respondents	51	50	99	31	134	51	64	55	95

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
School Policies	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
MAINSTREAMING															
Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help*	39.1	48.4	31.8	27.4	35.7	43.9	55.0	26.3	43.8	38.6	31.4	51.2	42.2	36.8	41.5
	(4.6)	(5.9)	(9.9)	(9.5)	(6.1)	(7.1)	(7.6)	(6.6)	(9.7)	(5.3)	(12.6)	(14.0)	(14.3)	(11.1)	(6.0)
Number of respondents	250	141	67	41	143	107	83	102	65	184	33	30	25	49	146
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*															
Special inservice training	48.4	48.9	66.5	32.9	47.8	49.3	54.8	51.6	34.1	51.9	46.3	26.7	44.0	48.9	54.5
	(4.8)	(6.0)	(10.0)	(10.1)	(6.4)	(7.2)	(7.8)	(7.5)	(9.3)	(5.5)	(13.5)	(12.4)	(14.4)	(11.5)	(6.2)
Consultation services	95.4	94.0	99.5	96.1	96.4	94.1	92.2	95.7	99.0	94.5	100	98.9	100	91.3	95.5
	(2.0)	(2.8)	(1.5)	(4.2)	(2.4)	(3.4)	(4.2)	(3.1)	(1.9)	(2.5)	(0.0)	(2.9)	(0.0)	(6.5)	(2.6)
Special materials	52.8	37.4	82.9	58.2	51.1	55.1	46.2	57.9	51.5	51.3	54.5	59.7	45.6	53.3	49.8
	(4.8)	(5.8)	(8.0)	(10.6)	(6.4)	(7.2)	(7.8)	(7.4)	(9.8)	(5.5)	(13.5)	(13.7)	(14.4)	(11.5)	(6.2)
Classroom aides	38.6	36.5	55.4	29.0	38.5	38.7	29.2	42.3	43.5	38.5	53.2	23.2	46.7	40.2	36.2
	(4.7)	(5.8)	(10.5)	(9.8)	(6.2)	(7.1)	(7.1)	(7.4)	(9.7)	(5.4)	(13.6)	(11.8)	(14.4)	(11.3)	(6.0)
Reduced class size	7.7	2.1	7.7	17.4	7.0	8.7	5.7	6.1	13.4	7.0	10.3	10.3	0.9	17.9	5.1
	(2.6)	(1.7)	(5.6)	(8.2)	(3.2)	(4.1)	(3.6)	(3.6)	(6.7)	(2.8)	(8.3)	(8.5)	(2.8)	(8.8)	(2.7)
None of these	2.9	3.6	0.0	3.9	1.7	4.5	6.6	1.9	0.0	3.7	0.0	0.0	0.0	3.3	3.9
	(1.6)	(2.2)	(0.0)	(4.2)	(1.6)	(3.0)	(3.9)	(2.1)	(0.0)	(2.1)	(0.0)	(0.0)	(0.0)	(4.1)	(2.4)
Number of respondents	248	139	68	40	142	106	82	101	65	182	33	30	25	50	143
GRADING															
Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*															
On same standard as regular education students	67.7	81.4	57.5	51.9	67.4	68.0	69.9	66.2	67.6	67.5	64.0	72.9	54.1	54.4	74.9
	(4.8)	(5.1)	(10.9)	(11.1)	(6.2)	(7.5)	(7.7)	(7.7)	(9.3)	(5.5)	(13.8)	(12.7)	(14.5)	(12.0)	(5.8)
On different standard	31.0	17.8	41.9	46.8	31.1	30.9	28.7	31.9	32.4	30.9	34.9	27.1	45.9	43.7	23.6
	(4.7)	(5.0)	(10.9)	(11.1)	(6.1)	(7.4)	(7.6)	(7.6)	(9.3)	(5.4)	(13.7)	(12.7)	(14.5)	(12.0)	(5.7)
Did not grade mainstreamed students	1.3	0.9	0.5	1.3	1.5	1.1	1.4	2.0	0.0	1.6	1.1	0.0	0.0	1.9	1.5
	(1.2)	(1.2)	(1.6)	(2.5)	(1.6)	(1.6)	(2.0)	(2.3)	(0.0)	(1.5)	(3.0)	(0.0)	(0.0)	(3.3)	(1.7)
Number of respondents	221	120	64	36	132	89	73	88	60	159	31	29	24	46	122

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

School Policies	Household Income: Under $12,000	Household Income: 12,000-$24,999	Household Income: $25,000 and Over	Ethnicity: Black	Ethnicity: White	Ethnicity: Hispanic	Head of Household's Education: No High School Diploma	Head of Household's Education: High School Diploma	Head of Household's Education: Beyond High School
MAINSTREAMING Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help*	43.3	47.5	39.7	54.6	31.9	51.7	44.2	41.9	38.5
	(9.9)	(9.8)	(7.0)	(12.4)	(6.4)	(9.6)	(8.9)	(9.7)	(7.7)
Number of respondents	49	51	103	31	138	51	64	55	99
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*									
Special inservice training	58.3	43.9	53.4	38.3	59.2	45.8	46.9	48.1	59.5
	(9.9)	(9.8)	(7.2)	(12.1)	(6.7)	(9.8)	(9.0)	(10.0)	(7.8)
Consultation services	94.3	94.0	97.2	89.2	97.8	93.0	94.5	93.3	96.8
	(4.6)	(4.7)	(2.4)	(7.7)	(2.0)	(5.0)	(4.1)	(5.0)	(2.8)
Special materials	46.4	38.8	63.7	44.6	62.1	30.3	38.0	48.4	62.5
	(10.0)	(9.6)	(7.0)	(12.4)	(6.6)	(9.0)	(8.8)	(10.0)	(7.7)
Classroom aides	36.2	32.6	44.3	25.6	39.4	34.2	38.9	30.3	42.1
	(9.6)	(9.2)	(7.2)	(10.9)	(6.7)	(9.3)	(8.8)	(9.2)	(7.8)
Reduced class size	11.2	3.9	7.1	7.5	10.2	0.0	9.2	4.5	7.6
	(6.3)	(3.8)	(3.7)	(6.6)	(4.1)	(0.0)	(5.2)	(4.1)	(4.2)
None of these	3.8	4.2	2.8	4.1	1.5	7.0	2.3	6.7	2.1
	(3.8)	(4.0)	(2.4)	(5.0)	(1.7)	(5.0)	(2.7)	(5.0)	(2.2)
Number of respondents	49	51	101	31	138	49	63	55	98
GRADING Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*									
On same standard as regular education students	66.9	76.7	59.2	75.2	62.6	70.6	76.1	55.7	67.0
	(10.0)	(9.4)	(7.6)	(11.2)	(7.0)	(9.8)	(8.1)	(10.8)	(8.0)
On different standard	33.1	19.0	39.6	22.1	35.6	29.4	23.9	44.3	29.4
	(10.0)	(8.7)	(7.5)	(10.8)	(7.0)	(9.8)	(8.1)	(10.8)	(7.7)
Did not grade mainstreamed students	0.0	4.2	1.2	2.7	1.8	0.0	0.0	0.0	3.6
	(0.0)	(4.5)	(1.7)	(4.2)	(1.9)	(0.0)	(0.0)	(0.0)	(3.2)
Number of respondents	43	42	91	29	123	41	54	48	88

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS (Continued)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
School Policies	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
GRADING (CONCLUDED) Of students in schools with non-disabled students, percentage in schools that graded special education classes:*															
On same standard as regular classes	22.3	27.1	15.0	20.2	20.5	24.8	19.2	23.5	24.3	19.0	42.4	25.2	11.1	21.3	22.9
	(4.1)	(5.7)	(7.8)	(8.6)	(5.3)	(6.6)	(6.3)	(6.7)	(8.7)	(4.4)	(14.5)	(12.9)	(9.2)	(9.9)	(5.5)
On standard different from regular classes	75.7	72.9	85.0	73.7	78.3	71.9	78.7	73.5	75.7	78.4	57.6	74.8	80.6	78.7	75.2
	(4.3)	(5.7)	(7.8)	(9.4)	(5.4)	(6.8)	(6.5)	(7.0)	(8.7)	(4.7)	(14.5)	(12.9)	(11.6)	(9.9)	(5.6)
Did not give grades for special education classes	2.0	0.0	0.0	6.2	1.2	3.2	2.1	3.0	0.0	2.6	0.0	0.0	8.2	0.0	1.9
	(1.4)	(0.0)	(0.0)	(5.1)	(1.4)	(2.7)	(2.3)	(2.7)	(0.0)	(1.8)	(0.0)	(0.0)	(8.1)	(0.0)	(1.8)
Number of respondents	225	119	66	39	131	94	79	89	57	168	29	26	23	45	127
PRIMARY SCHOOL FUNCTION Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**															
Academic skills	65.4	69.8	64.1	62.3	68.4	61.5	65.3	68.0	61.5	67.0	54.2	70.3	64.0	54.8	70.3
	(4.4)	(5.3)	(10.6)	(10.5)	(5.8)	(6.8)	(7.5)	(7.1)	(8.4)	(5.0)	(12.5)	(13.3)	(12.6)	(10.7)	(5.6)
Independent living skills	28.1	23.3	25.2	35.0	26.8	29.8	28.4	26.3	30.7	27.1	36.7	22.3	30.9	38.1	22.9
	(4.2)	(4.9)	(9.6)	(10.4)	(5.5)	(6.4)	(7.1)	(6.7)	(8.0)	(4.8)	(12.1)	(12.1)	(12.1)	(10.4)	(5.2)
Skills for employment	6.4	6.9	10.7	2.6	4.8	8.6	6.3	5.7	7.8	5.9	9.1	7.4	5.1	7.1	6.8
	(2.3)	(2.9)	(6.8)	(3.5)	(2.7)	(3.9)	(3.8)	(3.5)	(4.6)	(2.5)	(7.2)	(7.6)	(5.7)	(5.5)	(3.1)
Number of respondents	257	150	61	39	148	109	84	93	80	189	38	27	31	55	140
SUSPENSION/EXPULSION Percentage in schools in which special education students:															
Could not be suspended or expelled	23.1	20.9	21.2	27.6	24.3	21.5	23.6	20.5	27.0	22.6	17.8	33.6	26.1	25.8	21.4
	(3.8)	(4.5)	(8.3)	(9.4)	(5.1)	(5.6)	(6.5)	(5.8)	(7.4)	(4.3)	(8.7)	(13.3)	(10.7)	(8.7)	(4.9)
Could only be suspended	22.1	24.8	28.3	11.9	22.9	21.1	18.5	24.6	22.0	20.9	33.6	14.5	12.7	21.2	26.2
	(3.7)	(4.8)	(9.2)	(6.8)	(5.0)	(5.5)	(6.0)	(6.2)	(6.9)	(4.2)	(10.7)	(9.9)	(8.1)	(8.1)	(5.2)
Could only be expelled	17.7	19.0	14.2	19.7	16.6	19.2	9.4	21.4	20.7	16.3	25.6	18.2	22.3	19.8	14.3
	(3.4)	(4.3)	(7.1)	(8.4)	(4.4)	(5.3)	(4.5)	(5.9)	(6.7)	(3.8)	(9.9)	(10.8)	(10.1)	(7.9)	(4.2)
Could be both suspended and expelled	37.0	35.2	36.3	40.8	36.2	38.1	48.5	33.6	30.4	40.2	22.9	33.7	38.9	33.2	38.1
	(4.3)	(5.3)	(9.8)	(10.4)	(5.7)	(6.6)	(7.7)	(6.8)	(7.6)	(5.1)	(9.6)	(13.3)	(11.8)	(9.4)	(5.8)
Number of respondents	289	165	74	42	169	120	88	111	90	207	48	31	37	65	155

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS (Continued)

	Household Income			Ethnicity			Head of Household's Education		
School Policies	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
GRADING (CONCLUDED)									
Of students in schools with non-disabled students, percentage in schools that graded special education classes:*									
On same standard as regular classes	20.7	22.0	16.1	24.6	17.2	29.7	30.6	19.9	13.9
	(8.5)	(9.2)	(5.4)	(11.2)	(5.4)	(9.3)	(8.7)	(8.3)	(5.8)
On standard different from regular classes	77.1	71.0	83.9	71.0	82.0	66.1	63.8	80.1	84.8
	(8.8)	(10.1)	(5.4)	(11.8)	(5.5)	(9.6)	(9.0)	(8.3)	(6.0)
Did not give grades for special education classes	2.2	7.0	0.0	4.4	0.8	4.2	5.6	0.0	1.3
	(3.1)	(5.7)	(0.0)	(5.3)	(1.3)	(4.1)	(4.3)	(0.0)	(1.9)
Number of respondents	42	41	96	29	125	43	53	51	89
PRIMARY SCHOOL FUNCTION									
Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**									
Academic skills	69.7	62.7	64.7	56.5	63.4	75.2	75.9	54.3	63.3
	(8.8)	(9.2)	(6.7)	(10.9)	(6.4)	(8.5)	(7.7)	(9.4)	(7.4)
Independent living skills	21.6	32.6	30.1	33.5	32.6	14.7	21.0	34.9	29.5
	(7.8)	(8.9)	(6.5)	(10.4)	(6.2)	(7.0)	(7.3)	(9.0)	(7.0)
Skills for employment	8.7	4.8	5.2	10.0	4.0	10.0	3.1	10.8	7.2
	(5.4)	(4.1)	(3.1)	(6.6)	(2.6)	(6.0)	(3.1)	(5.8)	(3.9)
Number of respondents	52	53	106	40	143	46	63	63	100
SUSPENSION/EXPULSION									
Percentage in schools in which special education students:									
Could not be suspended or expelled	18.9	15.8	30.6	23.1	22.4	27.5	21.1	12.2	30.7
	(7.5)	(6.8)	(6.0)	(9.3)	(5.2)	(8.4)	(7.1)	(5.9)	(6.6)
Could only be suspended	22.8	30.2	17.1	28.1	20.7	21.4	19.6	29.7	21.4
	(8.0)	(8.5)	(4.9)	(9.9)	(5.1)	(7.7)	(6.9)	(8.2)	(5.9)
Could only be expelled	19.5	16.1	15.8	21.4	15.0	17.4	18.2	17.1	15.5
	(7.5)	(6.8)	(4.7)	(9.0)	(4.5)	(7.1)	(6.7)	(6.8)	(5.2)
Could be both suspended and expelled	38.9	37.9	36.5	27.4	41.9	33.7	41.2	41.0	32.4
	(9.3)	(9.0)	(6.3)	(9.8)	(6.2)	(8.8)	(8.6)	(5.9)	(6.7)
Number of respondents	54	58	126	41	163	55	69	68	119

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
School Policies	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
SUSPENSION/EXPULSION (CONCLUDED) Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	80.1	74.9	82.3	92.7	79.8	80.6	70.8	81.5	87.8	77.7	80.7	97.0	74.4	79.5	77.1
	(3.6)	(4.9)	(7.8)	(5.5)	(4.8)	(5.5)	(7.0)	(5.7)	(5.5)	(4.4)	(9.5)	(4.7)	(11.0)	(8.3)	(5.1)
Number of respondents	280	159	72	42	167	113	86	106	88	202	43	32	34	62	150
GRADUATION Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*															
Special ed. students meet same standards as regular students	94.2	96.9	91.4	91.9	95.3	92.5	96.6	93.4	93.1	93.2	94.6	98.9	100	80.6	96.3
	(2.4)	(2.3)	(6.1)	(5.9)	(2.9)	(4.1)	(3.3)	(3.9)	(5.0)	(3.0)	(6.6)	(2.9)	(0.0)	(9.9)	(2.5)
Students pass a minimum competency test	5.8	3.1	8.6	8.1	4.7	7.5	3.4	6.6	6.9	6.8	5.4	1.1	0.0	19.4	3.7
	(2.4)	(2.3)	(6.1)	(5.9)	(2.9)	(4.1)	(3.3)	(3.9)	(5.0)	(3.0)	(6.6)	(2.9)	(0.0)	(9.9)	(2.5)
Number of respondents	217	115	64	37	125	92	61	95	61	154	30	30	20	43	124
Of students in schools that required minimum compentency tests for graduation, percentage in schools whose special education students were:**															
Exempt from such tests	2.2	2.4	1.6	2.8	0.8	3.8	1.2	3.0	1.7	3.0	0.0	0.0	3.9	0.0	3.0
	(1.5)	(1.8)	(3.3)	(4.5)	(1.3)	(2.8)	(2.1)	(2.7)	(2.4)	(2.0)	(0.0)	(0.0)	(5.6)	(0.0)	(2.2)
Held to same testing procedures/standards as other students	47.7	51.7	51.4	27.6	52.7	42.2	41.2	48.8	51.8	50.4	45.3	30.1	62.7	50.8	48.2
	(5.1)	(6.1)	(13.0)	(12.1)	(7.2)	(7.2)	(9.2)	(7.7)	(9.5)	(6.0)	(12.4)	(14.7)	(14.2)	(12.6)	(6.5)
Given extra help in taking the test	55.5	60.0	34.6	60.4	53.5	57.5	73.0	47.3	54.6	55.0	65.3	43.0	60.0	47.9	54.7
	(5.1)	(6.0)	(12.4)	(13.3)	(7.1)	(7.2)	(8.3)	(7.7)	(9.5)	(6.0)	(11.8)	(15.9)	(14.3)	(12.6)	(6.5)
Given a modified test	21.9	21.3	23.7	24.2	17.4	26.6	29.3	18.3	21.7	21.0	18.3	34.5	21.1	22.8	20.1
	(4.2)	(5.0)	(11.1)	(11.6)	(5.4)	(6.5)	(8.6)	(6.0)	(7.8)	(4.9)	(9.6)	(15.3)	(12.0)	(10.6)	(5.2)
Allowed to meet different standards	12.9	14.6	11.6	8.6	11.8	14.1	19.1	10.0	12.5	13.4	7.8	17.1	10.3	22.5	13.3
	(3.4)	(4.3)	(8.3)	(7.6)	(4.6)	(5.1)	(7.4)	(4.7)	(6.3)	(4.1)	(6.7)	(12.1)	(8.9)	(10.5)	(4.4)
Number of respondents	211	136	44	25	112	99	59	90	62	151	38	21	26	41	124

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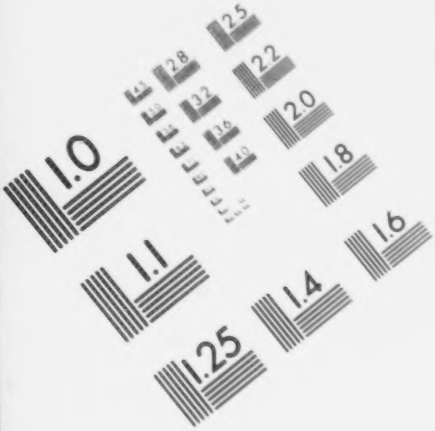
* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.

** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.



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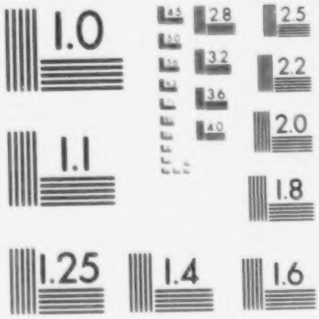

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Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS (Concluded)

School Policies	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
SUSPENSION/EXPULSION (CONCLUDED)									
Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	81.5	66.1	80.2	73.5	80.6	74.8	73.8	72.1	83.5
	(7.7)	(8.9)	(5.3)	(10.2)	(5.1)	(8.2)	(7.7)	(8.4)	(5.4)
Number of respondents	51	57	119	37	158	54	68	63	115
GRADUATION									
Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*									
Special ed. students meet same standards as regular students	94.7	94.0	91.8	96.0	90.3	100	91.5	97.5	92.9
	(5.2)	(5.2)	(4.1)	(5.5)	(4.3)	(0.0)	(6.0)	(3.2)	(4.4)
Students pass a minimum competency test	5.3	6.0	8.2	4.0	9.7	0.0	8.5	2.5	7.1
	(5.2)	(5.2)	(4.1)	(5.5)	(4.3)	(0.0)	(6.0)	(3.2)	(4.4)
Number of respondents	37	41	94	25	123	40	44	54	87
Of students in schools that required minimum compentency tests for graduation, percentage in schools whose special education students were:**									
Exempt from such tests	3.2	2.3	2.7	5.3	2.6	0.0	0.0	1.2	5.8
	(3.9)	(3.1)	(2.4)	(5.4)	(2.4)	(0.0)	(0.0)	(2.2)	(3.9)
Held to same testing procedures/standards as other students	51.9	51.6	50.0	56.4	48.5	47.8	58.8	32.1	59.5
	(10.9)	(10.3)	(7.4)	(11.9)	(7.5)	(10.3)	(9.8)	(9.5)	(8.3)
Given extra help in taking the test	54.8	54.2	45.0	66.7	43.1	65.8	60.8	68.0	35.1
	(10.9)	(10.3)	(7.3)	(11.3)	(7.4)	(9.8)	(9.7)	(9.5)	(8.0)
Given a modified test	15.8	18.6	25.7	16.1	19.8	22.4	17.5	16.8	25.3
	(8.0)	(8.1)	(6.4)	(8.8)	(6.0)	(8.6)	(7.6)	(7.6)	(7.3)
Allowed to meet different standards	11.5	12.8	22.6	4.8	16.0	19.8	11.9	18.3	13.5
	(7.0)	(6.9)	(6.2)	(5.1)	(5.5)	(8.2)	(6.5)	(7.8)	(5.8)
Number of respondents	40	44	92	34	112	45	49	53	87

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* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.

** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13A: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Coordination Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	77.0	78.8	77.7	72.3	83.3	68.4	84.9	69.3	81.7	78.2	76.2	70.1	73.8	79.5	76.3
	(3.9)	(4.8)	(8.7)	(9.5)	(4.6)	(6.6)	(5.8)	(6.8)	(6.8)	(4.5)	(10.1)	(12.9)	(11.7)	(9.0)	(5.2)
Number of respondents	261	147	69	40	151	110	80	105	76	185	44	29	30	53	145
Percentage in schools with at least monthly contact with:															
State vocational rehabilitation agency (VR)	26.0	28.0	30.9	18.4	26.0	26.0	21.8	28.5	26.3	23.7	34.9	29.1	20.4	26.0	27.3
	(4.0)	(5.2)	(9.7)	(8.0)	(5.4)	(6.0)	(6.6)	(6.6)	(7.3)	(4.5)	(10.8)	(12.6)	(9.7)	(9.0)	(5.5)
State developmental disabilities agency	11.9	14.1	5.9	9.5	8.4	16.6	4.8	15.2	14.3	8.9	26.8	16.2	10.3	12.9	12.6
	(3.3)	(4.6)	(5.4)	(6.6)	(3.8)	(5.7)	(3.8)	(6.0)	(6.5)	(3.4)	(11.6)	(11.4)	(7.7)	(7.4)	(4.8)
Vocational schools	15.9	15.4	5.0	23.2	14.5	17.9	9.1	18.5	19.4	13.4	17.6	32.5	5.6	24.1	15.6
	(3.5)	(4.4)	(4.9)	(8.8)	(4.5)	(5.6)	(4 8)	(6.3)	(6.9)	(3.9)	(9.3)	(13.8)	(5.7)	(8.8)	(5.0)
Colleges	2.5	3.3	4.5	0.0	3.3	1.5	1.7	2.6	3.3	1.8	6.5	2.1	4.9	5.7	1.3
	(1.5)	(2.1)	(4.5)	(0.0)	(2.3)	(1.8)	(2.1)	(2.5)	(3.1)	(1.5)	(5.9)	(4.2)	(5.4)	(4.8)	(1.5)
Mental health agencies	26.3	21.1	35.7	24.4	26.0	26.7	27.0	27.3	24.1	26.2	28.1	26.0	21.3	32.0	22.2
	(4.2)	(5.0)	(10.4)	(9.0)	(5.6)	(6.6)	(7.3)	(6.9)	(7.6)	(4.9)	(11.0)	(13.0)	(10.2)	(9.8)	(5.6)
Social service agencies	24.1	21.5	24.2	24.6	21.2	28.5	26.7	22.7	23.7	22.7	28.8	29.8	24.0	33.1	17.3
	(4.1)	(4.9)	(9.5)	(9.3)	(5.0)	(6.8)	(7.5)	(6.4)	(7.3)	(4.7)	(10.8)	(13.9)	(10.3)	(9.4)	(5.1)
Number of respondents	220	117	58	37	126	94	63	82	75	156	36	25	33	54	106

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* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13B: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Coordination Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	76.4	78.8	76.0	77.9	74.8	80.0	79.0	74.2	76.8
	(8.2)	(7.9)	(6.0)	(9.5)	(5.7)	(8.0)	(7.2)	(8.4)	(6.4)
Number of respondents	52	54	108	37	145	48	62	60	106
Percentage in schools with at least monthly contact with:									
State vocational rehabilitation agency (VR)	21.9	25.4	31.5	27.7	23.3	36.4	30.5	28.1	22.0
	(8.0)	(8.1)	(6.4)	(10.2)	(5.5)	(9.1)	(8.3)	(8.2)	(6.1)
State developmental disabilities agency	10.6	10.1	15.1	8.1	14.7	7.0	10.8	16.5	10.8
	(7.0)	(6.3)	(5.6)	(7.0)	(5.2)	(5.4)	(6.5)	(7.8)	(5.1)
Vocational schools	6.4	24.2	17.0	6.9	20.3	11.8	16.0	13.4	19.0
	(5.3)	(8.4)	(5.5)	(6.2)	(5.6)	(6.4)	(7.2)	(6.6)	(6.2)
Colleges	1.5	3.1	4.0	0.0	3.0	3.0	1.8	2.2	4.1
	(2.6)	(3.4)	(2.8)	(0.0)	(2.4)	(3.3)	(2.5)	(2.8)	(3.1)
Mental health agencies	28.7	21.1	25.5	12.9	30.7	23.6	20.4	32.3	23.7
	(9.6)	(7.9)	(6.4)	(8.4)	(6.3)	(8.4)	(7.7)	(9.2)	(6.6)
Social service agencies	22.6	17.1	23.9	26.0	23.1	24.2	24.1	27.7	17.8
	(8.5)	(7.3)	(6.2)	(10.5)	(5.7)	(8.5)	(8.0)	(8.4)	(6.0)
Number of respondents	39	46	90	29	121	43	50	50	91

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* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13A: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Coordination Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*															
Referrals of special education students to VR	80.1 (3.8)	79.4 (4.9)	93.7 (5.3)	74.5 (9.2)	81.9 (4.9)	77.7 (6.0)	82.4 (7.0)	78.2 (6.0)	81.5 (6.5)	79.9 (4.5)	83.2 (8.8)	77.8 (11.4)	84.7 (9.6)	78.2 (8.7)	79.7 (5.2)
VR staff involvement in writing IEPs	19.7 (3.8)	15.3 (4.3)	24.6 (9.4)	23.3 (8.9)	16.1 (4.6)	24.5 (6.2)	16.1 (6.7)	22.1 (6.0)	18.6 (6.5)	15.7 (4.1)	39.0 (11.5)	20.2 (11.0)	22.0 (11.1)	22.0 (8.8)	17.9 (4.9)
VR staff being assigned to ongoing work in the school	27.9 (4.3)	34.5 (5.7)	35.4 (10.4)	10.3 (6.4)	26.5 (5.6)	29.9 (6.6)	28.3 (8.3)	26.1 (6.4)	30.5 (7.7)	24.8 (4.8)	40.3 (11.6)	32.2 (12.8)	29.9 (12.2)	24.9 (9.1)	29.3 (5.8)
VR and school staff collaboration in developing programs	25.4 (4.1)	19.5 (4.8)	31.9 (10.2)	27.3 (9.4)	27.9 (5.7)	22.1 (6.0)	19.6 (7.3)	19.3 (5.7)	39.4 (8.2)	20.9 (4.6)	33.0 (11.1)	45.1 (13.6)	31.1 (12.4)	32.4 (9.9)	20.7 (5.2)
No VR contact or no action taken	11.7 (3.0)	9.1 (3.5)	6.1 (5.2)	20.7 (8.5)	10.5 (3.9)	13.2 (4.9)	8.2 (5.0)	15.1 (5.2)	8.7 (4.7)	10.9 (3.5)	10.3 (7.2)	18.3 (10.6)	13.5 (9.1)	7.5 (5.6)	11.9 (4.1)
Number of respondents	258	143	65	42	150	108	62	109	87	179	44	32	31	58	137
Percentage in schools that usually or always:															
When students changed schools:															
Transferred IEPs	28.0 (4.0)	36.4 (5.3)	19.6 (8.2)	10.4 (6.2)	29.8 (5.4)	25.5 (5.8)	38.8 (7.5)	25.9 (6.2)	20.3 (6.6)	33.2 (4.9)	17.5 (8.6)	3.0 (4.7)	33.5 (11.5)	30.0 (8.9)	31.8 (5.6)
Transferred files	28.2 (4.0)	36.8 (5.3)	19.6 (8.2)	10.4 (6.2)	30.2 (5.4)	25.5 (5.8)	39.5 (7.5)	25.9 (6.2)	20.3 (6.6)	33.5 (4.8)	17.5 (8.6)	3.0 (4.7)	33.5 (11.5)	30.0 (8.9)	32.2 (5.6)
Discussed student needs with other schools' staff	18.8 (3.5)	22.1 (4.6)	16.8 (7.8)	6.0 (4.9)	22.9 (5.0)	13.4 (4.6)	22.8 (6.5)	17.8 (5.4)	16.2 (6.0)	22.7 (4.3)	11.1 (7.2)	0.0 (0.0)	20.5 (9.8)	27.1 (8.7)	18.9 (4.7)
When students became clients of service agencies:															
Sent files to agencies	20.4 (3.7)	27.0 (5.0)	14.1 (7.3)	5.0 (4.7)	25.2 (5.3)	14.2 (4.8)	26.6 (7.0)	20.0 (5.9)	14.7 (6.0)	23.6 (4.5)	17.5 (9.0)	0.0 (0.0)	14.7 (8.7)	20.6 (8.3)	25.8 (5.4)
Discussed student needs with agency staff	18.6 (3.6)	22.2 (4.8)	13.8 (7.3)	6.6 (5.4)	18.6 (4.7)	18.5 (5.5)	22.8 (6.6)	19.4 (5.9)	12.7 (5.7)	21.8 (4.4)	13.8 (8.4)	0.0 (0.0)	17.2 (9.4)	21.2 (8.4)	21.7 (5.1)
Number of respondents	271	153	69	40	158	111	81	103	85	195	43	30	34	61	143

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* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13B: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS (Concluded)

Coordination Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*									
Referrals of special education students to VR	81.4	76.9	82.3	85.9	78.6	79.6	83.8	82.0	75.0
	(8.0)	(8.4)	(5.3)	(8.2)	(5.5)	(8.2)	(7.1)	(7.2)	(6.7)
VR staff involvement in writing IEPs	17.1	22.8	20.9	12.5	23.1	16.8	16.3	22.7	20.1
	(7.8)	(8.4)	(5.7)	(7.8)	(5.6)	(7.6)	(7.2)	(7.8)	(6.2)
VR staff being assigned to ongoing work in the school	28.8	28.6	25.9	34.5	24.7	33.4	29.0	35.4	23.5
	(9.3)	(9.0)	(6.1)	(11.3)	(5.7)	(9.6)	(8.8)	(8.9)	(6.5)
VR and school staff collaboration in developing programs	7.9	32.7	37.2	9.0	31.4	25.5	26.1	14.8	32.5
	(5.6)	(9.4)	(6.7)	(6.8)	(6.2)	(8.8)	(8.5)	(6.6)	(7.2)
No VR contact or no action taken	10.1	12.8	11.8	8.4	14.4	4.0	1.7	10.9	19.0
	(6.2)	(6.7)	(4.5)	(6.6)	(4.7)	(4.0)	(2.5)	(5.8)	(6.1)
Number of respondents	47	50	112	35	146	48	57	64	104
Percentage in schools that usually or always:									
When students changed schools:									
Transferred IEPs	32.0	39.1	27.0	43.5	25.1	33.0	36.4	34.4	26.4
	(8.7)	(9.0)	(5.8)	(10.7)	(5.4)	(8.7)	(8.2)	(8.7)	(6.3)
Transferred files	32.0	39.1	27.0	43.5	25.6	33.0	36.4	35.4	26.4
	(8.7)	(9.0)	(5.8)	(10.7)	(5.5)	(8.7)	(8.2)	(8.6)	(6.3)
Discussed student needs with other schools' staff	17.6	27.4	20.8	29.4	18.3	19.2	22.5	24.1	18.8
	(7.1)	(8.2)	(5.3)	(9.8)	(4.8)	(7.3)	(7.1)	(7.8)	(5.5)
When students became clients of service agencies:									
Sent files to agencies	21.2	28.6	23.1	34.8	18.4	20.2	23.4	25.1	22.2
	(8.0)	(8.6)	(5.7)	(10.8)	(5.1)	(7.5)	(7.5)	(8.1)	(6.1)
Discussed student needs with agency staff	19.4	25.1	21.4	28.9	18.1	19.4	21.9	23.8	19.1
	(7.9)	(8.3)	(5.6)	(10.4)	(5.1)	(7.5)	(7.5)	(8.0)	(5.8)
Number of respondents	50	54	116	37	150	54	64	64	110

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* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 14A: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Programming Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Of students in schools with 12th grade, percentage in schools that usually or always:*															
Focused IEPs for seniors on the period after secondary school	6.7	7.4	4.5	1.5	7.9	5.0	6.7	6.1	7.6	7.4	8.1	0.0	1.4	14.2	6.3
	(2.3)	(3.1)	(4.6)	(2.6)	(3.4)	(3.1)	(4.5)	(3.4)	(4.4)	(2.9)	(6.3)	(0.0)	(3.0)	(7.3)	(3.1)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	9.5	12.5	6.8	2.7	9.3	9.8	9.7	8.9	10.4	9.9	12.1	3.2	4.8	15.0	10.6
	(2.8)	(3.9)	(5.5)	(3.4)	(3.6)	(4.3)	(5.4)	(4.1)	(5.1)	(3.4)	(7.5)	(5.0)	(5.7)	(7.5)	(3.9)
Number of respondents	260	146	63	41	152	108	62	110	88	179	47	31	32	59	138
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	13.8	14.7	20.5	5.9	13.1	14.8	12.3	16.7	10.3	14.4	16.7	4.0	14.5	20.2	14.1
	(3.3)	(4.3)	(8.8)	(4.9)	(4.3)	(5.1)	(5.9)	(5.4)	(5.2)	(4.0)	(8.6)	(5.3)	(9.6)	(8.4)	(4.5)
Number of respondents	258	143	64	42	147	111	64	108	86	176	47	32	31	58	136
Average number of years school transition programs operated	5.5	---	---	---	7.1	---	---	5.3	---	5.9	---	---	---	---	---
	(1.5)				(2.4)			(1.8)		(1.9)					
Number of respondents	32	14	13	3	18	14	6	16	10	24	5	1	5	11	14

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* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 14B: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Programming Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools with 12th grade, percentage in schools that usually or always:*									
Focused IEPs for seniors on the period after secondary school	5.9 (4.8)	9.7 (5.8)	8.1 (3.8)	10.4 (7.1)	6.8 (3.3)	7.2 (5.1)	7.7 (5.2)	6.2 (4.4)	8.3 (4.2)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	8.2 (5.7)	15.0 (7.0)	11.6 (4.4)	11.9 (7.6)	9.3 (3.8)	14.0 (7.1)	12.8 (6.5)	9.2 (5.3)	10.9 (4.7)
Number of respondents	46	52	114	36	148	47	56	65	107
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	17.7 (8.1)	13.0 (6.7)	14.8 (5.0)	15.3 (8.6)	12.8 (4.5)	23.8 (8.9)	19.3 (7.9)	16.8 (6.8)	12.3 (5.1)
Number of respondents	46	51	111	35	147	45	54	67	103
Average number of years school transition programs operated	---	---	---	---	6.1 (2.3)	---	---	---	---
Number of respondents	7	7	14	4	18	9	10	7	13

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* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 15A: EDUCATIONAL PLACEMENTS OF STUDENTS WITH OTHER HEALTH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Educational Placements	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in:															
Grades 7 or 8	12.9	16.5	12.3	5.6	10.0	16.9	37.1	5.5	0.0	17.3	0.7	0.0	11.1	8.5	15.8
	(2.9)	(4.0)	(7.0)	(4.7)	(3.5)	(5.0)	(7.6)	(3.1)	(0.0)	(3.9)	(2.0)	(0.0)	(7.9)	(5.4)	(4.4)
Grades 9 or 10	36.3	32.2	40.4	43.5	40.5	30.5	56.2	43.4	3.6	43.9	7.4	19.0	18.2	46.3	36.7
	(4.2)	(5.1)	(10.5)	(10.2)	(5.6)	(6.1)	(7.8)	(6.7)	(3.0)	(5.1)	(6.2)	(9.9)	(9.7)	(9.6)	(5.8)
Grades 11 or 12	39.6	40.0	36.5	41.6	35.9	44.7	0.0	41.7	77.6	27.6	71.5	78.5	37.6	26.6	42.6
	(4.3)	(5.3)	(10.3)	(10.1)	(5.5)	(6.6)	(0.0)	(6.7)	(6.7)	(4.6)	(10.6)	(10.4)	(12.1)	(8.5)	(5.9)
Ungraded programs	11.2	11.3	10.8	9.4	13.5	8.0	6.7	9.5	18.8	11.2	20.3	2.5	33.2	18.6	4.9
	(2.7)	(3.4)	(6.6)	(6.0)	(3.9)	(3.6)	(3.9)	(4.0)	(6.3)	(3.2)	(9.5)	(3.9)	(11.8)	(7.5)	(2.6)
Number of respondents	303	172	69	43	178	125	85	122	96	212	46	40	38	69	150
Percentage in:															
Special schools for youth with disabilities	13.1	16.2	2.4	3.0	14.6	11.1	3.5	8.4	30.4	11.0	25.4	11.4	33.2	21.5	6.5
	(2.8)	(3.9)	(3.2)	(3.4)	(3.9)	(4.1)	(2.8)	(3.7)	(7.2)	(3.1)	(9.6)	(7.9)	(11.5)	(7.6)	(2.9)
Regular schools but in no regular education classes	16.7	15.8	22.9	17.8	21.1	10.5	21.0	11.3	20.7	18.6	16.6	5.8	33.0	29.0	7.4
	(3.1)	(3.9)	(8.8)	(7.7)	(4.5)	(4.0)	(6.2)	(4.2)	(6.3)	(3.9)	(8.2)	(5.8)	(11.5)	(8.4)	(3.0)
Regular education classes for nonacademics* only	12.3	15.6	18.4	1.0	11.9	12.8	20.4	10.9	6.1	15.4	1.3	7.2	7.1	8.8	16.7
	(2.8)	(3.9)	(8.1)	(2.0)	(3.6)	(4.3)	(6.1)	(4.2)	(3.7)	(3.6)	(2.5)	(6.4)	(6.3)	(5.2)	(4.3)
Regular education classes for some academics*	39.4	33.1	31.1	63.9	37.4	42.2	38.4	45.4	31.1	37.4	35.0	54.5	19.1	34.1	40.9
	(4.1)	(5.0)	(9.6)	(9.6)	(5.4)	(6.4)	(7.4)	(6.6)	(7.2)	(4.8)	(10.5)	(12.4)	(9.6)	(8.8)	(5.7)
All regular education classes	18.5	19.3	25.2	14.3	15.1	23.3	16.8	24.1	11.7	17.7	21.6	21.1	7.6	6.6	28.5
	(3.3)	(4.2)	(9.1)	(7.0)	(4.0)	(5.5)	(5.7)	(5.7)	(5.0)	(3.8)	(9.0)	(10.1)	(6.4)	(4.6)	(5.2)
Number of respondents	321	178	71	45	190	131	92	126	103	223	52	41	41	73	159
Average percentage of class time in regular education classes:															
As a whole	57.5	53.1	59.2	68.7	52.1	65.3	59.2	66.4	41.3	54.4	61.0	71.1	25.1	38.4	71.8
	(3.8)	(4.8)	(9.1)	(7.7)	(5.0)	(5.6)	(6.4)	(5.5)	(7.3)	(4.4)	(10.6)	(10.1)	(10.0)	(7.7)	(4.5)
In grades 7 or 8	45.8	40.6	---	---	42.8	48.2	51.0	---	---	45.3	---	---	---	---	50.8
	(10.8)	(13.4)			(15.3)	(15.2)	(11.8)			(10.7)					(13.8)
In grades 9 or 10	73.1	68.5	73.7	77.4	74.4	70.5	69.3	77.1	---	71.8	---	---	---	55.1	82.7
	(5.1)	(7.0)	(14.7)	(7.6)	(6.4)	(8.5)	(7.4)	(6.9)		(5.5)				(11.3)	(6.0)
In grades 11 or 12	61.9	59.9	57.7	77.3	46.7	79.2	---	75.6	49.9	52.7	74.0	68.2	33.3	31.9	77.2
	(5.9)	(7.5)	(15.2)	(10.6)	(8.7)	(6.6)		(7.1)	(8.8)	(8.4)	(11.4)	(12.1)	(19.0)	(14.8)	(5.9)
In ungraded programs	4.5	4.0	---	---	6.3	---	---	---	2.9	4.3	---	---	---	5.5	---
	(2.9)	(3.7)			(3.8)				(3.7)	(3.2)				(5.6)	
Number of respondents	291	163	68	41	174	117	80	117	94	202	45	39	36	68	143

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 15B: EDUCATIONAL PLACEMENTS OF STUDENTS WITH OTHER HEALTH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Educational Placements	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in:									
Grades 7 or 8	19.8 (7.5)	8.9 (5.2)	9.8 (3.9)	12.3 (7.0)	11.3 (4.0)	17.6 (7.0)	21.0 (7.0)	9.3 (5.0)	10.1 (4.5)
Grades 9 or 10	39.3 (9.2)	37.3 (8.9)	33.9 (6.2)	32.2 (10.0)	39.1 (6.1)	28.1 (8.3)	32.3 (8.0)	40.2 (8.5)	36.5 (7.2)
Grades 11 or 12	27.1 (8.3)	45.3 (9.1)	42.3 (6.5)	38.0 (10.4)	37.0 (6.0)	46.2 (9.2)	35.0 (8.2)	39.0 (8.4)	40.3 (7.4)
Ungraded programs	13.8 (6.5)	8.5 (5.1)	14.0 (4.5)	17.5 (8.1)	12.6 (4.2)	8.2 (5.0)	11.7 (5.5)	11.5 (5.5)	13.0 (5.0)
Number of respondents	55	59	125	44	160	58	69	77	111
Percentage in:									
Special schools for youth with disabilities	11.6 (5.8)	9.5 (5.2)	17.4 (4.8)	21.3 (8.3)	13.8 (4.1)	8.3 (5.0)	10.1 (5.0)	14.3 (6.0)	17.0 (5.3)
Regular schools but in no regular education classes	17.5 (7.0)	11.1 (5.6)	15.9 (4.6)	16.1 (7.5)	17.2 (4.5)	16.2 (6.7)	18.2 (6.4)	15.7 (6.2)	15.8 (5.2)
Regular education classes for nonacademics* only	20.7 (7.4)	7.0 (4.6)	10.4 (3.9)	16.8 (7.6)	10.0 (3.6)	16.3 (6.7)	15.9 (6.1)	12.2 (5.6)	12.2 (4.7)
Regular education classes for some academics*	31.8 (8.5)	55.0 (8.9)	31.7 (5.9)	25.9 (8.9)	38.5 (5.9)	40.3 (9.0)	34.0 (7.9)	41.7 (8.4)	33.5 (6.7)
All regular education classes	18.5 (7.1)	17.3 (6.8)	24.5 (5.5)	19.8 (8.1)	20.5 (4.9)	18.8 (7.1)	21.8 (6.9)	16.2 (6.3)	21.5 (5.8)
Number of respondents	58	62	133	48	172	59	72	80	121
Average percentage of class time in regular education classes:									
As a whole	51.7 (7.9)	67.2 (7.2)	58.4 (5.9)	49.1 (9.3)	60.9 (5.4)	55.2 (7.8)	53.6 (7.4)	56.8 (7.4)	59.2 (6.5)
In grades 7 or 8	---	---	---	---	55.8 (15.2)	---	---	---	---
In grades 9 or 10	70.9 (10.4)	67.8 (10.9)	77.7 (8.1)	---	73.9 (7.7)	71.6 (12.6)	68.9 (10.9)	70.5 (9.5)	75.1 (9.2)
In grades 11 or 12	48.3 (14.1)	81.6 (8.1)	64.9 (9.0)	55.4 (15.5)	67.9 (8.4)	60.7 (10.1)	57.9 (11.5)	65.5 (11.6)	63.1 (10.2)
In ungraded programs	---	---	6.8 (4.6)	---	4.6 (3.6)	---	---	---	9.4 (6.4)
Number of respondents	51	58	120	43.	152	57	65	76	105

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 16A: COURSE-TAKING BY STUDENTS WITH OTHER HEALTH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Course Taking	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Average percentage of class time spent in academic* subjects:															
As a whole	53.7	53.2	56.1	53.0	49.6	59.5	57.5	56.3	45.8	54.7	50.4	51.1	46.5	42.7	58.7
	(2.1)	(2.6)	(5.2)	(4.8)	(2.9)	(2.7)	(3.6)	(3.1)	(4.0)	(2.5)	(5.6)	(5.1)	(7.6)	(5.1)	(2.2)
In regular education classes	33.0	31.2	33.0	37.5	28.4	39.5	35.0	39.3	20.8	32.4	32.1	36.8	14.6	19.4	41.2
	(2.7)	(3.4)	(6.8)	(5.6)	(3.5)	(4.1)	(4.9)	(4.1)	(4.4)	(3.2)	(6.6)	(7.3)	(6.3)	(4.8)	(3.5)
In special education classes	20.7	22.0	23.1	15.5	21.2	20.0	22.5	17.0	25.0	22.4	18.3	14.1	31.9	23.3	17.5
	(2.5)	(3.3)	(6.5)	(4.7)	(3.2)	(3.9)	(4.8)	(3.6)	(4.7)	(3.0)	(6.7)	(5.9)	(8.7)	(4.7)	(3.4)
Number of respondents	293	164	68	42	175	118	80	118	95	203	45	40	36	69	143
Average percentage of class time spent in nonacademic* subjects:															
As a whole	16.3	16.9	13.2	18.9	18.5	13.2	15.1	16.5	17.2	16.5	14.9	16.9	18.1	26.2	12.7
	(1.8)	(2.3)	(4.1)	(4.3)	(2.5)	(2.4)	(3.0)	(2.8)	(3.6)	(2.1)	(5.6)	(4.7)	(6.1)	(5.1)	(1.8)
In regular education classes	7.0	6.1	7.2	9.2	6.9	7.0	7.9	7.2	5.7	6.4	5.4	11.2	3.4	6.8	8.2
	(0.9)	(1.1)	(2.2)	(2.4)	(1.1)	(1.5)	(1.6)	(1.3)	(1.8)	(1.0)	(2.7)	(3.2)	(1.7)	(1.9)	(1.3)
In special education classes	9.4	10.7	6.0	9.7	11.6	6.2	7.2	9.3	11.5	10.1	9.5	5.7	14.8	19.4	4.4
	(1.8)	(2.3)	(3.8)	(4.4)	(2.6)	(2.2)	(2.8)	(2.9)	(3.5)	(2.1)	(5.4)	(4.1)	(6.3)	(5.5)	(1.5)
Number of respondents	293	164	68	42	175	118	80	118	95	203	45	40	36	69	143
Percentage taking English/language arts classes:															
As a whole	88.9	88.7	90.0	86.7	84.8	94.7	91.7	92.0	81.1	89.5	84.9	89.4	73.3	76.2	96.3
	(2.8)	(3.5)	(6.5)	(7.0)	(4.1)	(3.1)	(4.4)	(3.8)	(6.3)	(3.2)	(8.5)	(7.7)	(11.4)	(8.1)	(2.3)
In regular education classes	52.5	52.0	50.2	56.6	47.0	60.3	56.6	60.8	35.3	51.1	50.9	61.2	23.6	32.5	66.1
	(4.4)	(5.5)	(10.8)	(10.2)	(5.8)	(6.7)	(8.0)	(6.8)	(7.7)	(5.2)	(11.9)	(12.2)	(10.9)	(8.9)	(5.8)
In special education classes	39.1	38.8	41.1	35.5	40.5	37.0	39.4	34.7	45.9	42.2	34.0	28.2	49.6	54.6	30.7
	(4.3)	(5.4)	(10.6)	(9.9)	(5.7)	(6.6)	(7.9)	(6.6)	(8.1)	(5.1)	(11.2)	(11.3)	(12.9)	(9.5)	(5.7)
Number of respondents	293	164	68	42	175	118	80	118	95	203	45	40	36	69	143
Percentage taking mathematics classes:															
As a whole	74.0	73.5	86.6	61.4	71.7	77.2	91.7	73.9	57.2	79.4	49.0	67.5	67.3	61.4	79.9
	(3.9)	(4.9)	(7.3)	(10.0)	(5.2)	(5.8)	(4.4)	(6.1)	(8.0)	(4.2)	(11.9)	(11.7)	(12.1)	(9.3)	(4.9)
In regular education classes	42.7	39.9	52.8	39.9	36.9	50.8	53.3	51.1	19.0	44.9	32.1	40.0	19.5	26.0	54.7
	(4.4)	(5.4)	(10.8)	(10.1)	(5.6)	(6.9)	(8.0)	(6.9)	(6.4)	(5.2)	(11.1)	(12.3)	(10.2)	(8.4)	(6.1)
In special education classes	32.2	34.0	37.4	21.5	36.0	26.9	38.3	24.4	38.2	35.8	16.9	27.5	47.8	38.0	25.2
	(4.1)	(5.3)	(10.4)	(8.5)	(5.5)	(6.1)	(7.9)	(5.9)	(7.9)	(5.0)	(8.9)	(11.2)	(12.8)	(9.3)	(5.3)
Number of respondents	293	164	68	42	175	118	80	118	95	203	45	40	36	69	143

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 16B: COURSE-TAKING BY STUDENTS WITH OTHER HEALTH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Course Taking	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average percentage of class time spent in academic* subjects:									
As a whole	57.3	51.6	49.8	51.3	51.4	58.9	54.6	55.1	50.4
	(4.3)	(3.7)	(3.3)	(5.2)	(3.3)	(3.3)	(4.1)	(4.0)	(3.5)
In regular education classes	30.2	36.8	32.5	28.2	35.1	30.6	31.9	32.6	31.1
	(6.0)	(5.1)	(3.9)	(6.6)	(4.0)	(5.4)	(5.3)	(5.0)	(4.5)
In special education classes	27.1	14.9	17.2	22.9	16.3	28.3	22.7	22.4	19.3
	(5.7)	(4.8)	(3.6)	(6.1)	(3.3)	(5.9)	(5.1)	(5.5)	(3.9)
Number of respondents	51	58	120	43	153	57	65	76	106
Average percentage of class time spent in nonacademic* subjects:									
As a whole	12.2	22.3	17.3	13.6	18.8	14.3	17.7	14.6	17.2
	(3.2)	(3.8)	(3.1)	(3.3)	(3.0)	(3.2)	(3.8)	(3.6)	(2.9)
In regular education classes	5.7	11.3	6.8	4.7	7.7	7.2	5.5	6.9	8.8
	(1.7)	(2.3)	(1.3)	(1.8)	(1.4)	(1.8)	(1.6)	(1.7)	(1.7)
In special education classes	6.5	11.0	10.5	8.9	11.1	7.1	12.1	7.7	8.4
	(3.2)	(3.9)	(3.1)	(3.4)	(3.1)	(3.2)	(3.9)	(3.5)	(2.8)
Number of respondents	51	58	120	43	153	57	65	76	106
Percentage taking English/language arts classes:									
As a whole	90.1	90.3	86.3	89.6	83.6	96.5	88.4	87.9	88.7
	(5.9)	(5.5)	(4.6)	(6.6)	(4.7)	(3.4)	(5.6)	(5.7)	(4.9)
In regular education classes	40.4	65.3	56.9	42.0	55.6	53.1	48.6	55.1	50.6
	(9.6)	(8.8)	(6.6)	(10.7)	(6.4)	(9.3)	(8.7)	(8.7)	(7.7)
In special education classes	51.5	29.7	33.2	49.6	31.6	46.1	39.8	36.9	42.8
	(9.8)	(8.5)	(6.3)	(10.9)	(5.9)	(9.3)	(8.6)	(8.4)	(7.6)
Number of respondents	51	58	120	43	153	57	65	76	106
Percentage taking mathematics classes:									
As a whole	78.8	71.1	70.4	77.2	67.2	83.6	73.5	72.0	75.8
	(8.0)	(8.4)	(6.1)	(9.1)	(6.0)	(6.9)	(7.7)	(7.8)	(6.6)
In regular education classes	42.5	50.2	40.1	36.5	44.7	43.8	41.9	42.8	42.3
	(9.7)	(9.3)	(6.6)	(10.5)	(6.4)	(9.2)	(8.6)	(8.6)	(7.6)
In special education classes	36.3	20.9	32.3	40.7	23.6	39.8	31.5	30.1	34.5
	(9.4)	(7.5)	(6.3)	(10.7)	(5.4)	(9.1)	(8.1)	(8.0)	(7.3)
Number of respondents	51	58	120	43	153	57	65	76	106

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 16A: COURSE-TAKING BY STUDENTS WITH OTHER HEALTH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Course Taking	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage taking science classes:															
As a whole	52.6	46.9	60.2	58.6	44.5	64.1	63.0	60.6	29.8	56.0	37.2	48.7	39.0	42.7	56.5
	(4.4)	(5.5)	(10.6)	(10.2)	(5.7)	(6.6)	(7.8)	(6.8)	(7.4)	(5.2)	(11.5)	(12.5)	(12.5)	(9.4)	(6.1)
In regular education classes	40.9	33.2	44.0	54.4	33.1	51.9	44.8	52.8	18.0	43.9	24.7	40.3	25.0	33.5	45.7
	(4.3)	(5.2)	(10.7)	(10.3)	(5.4)	(6.9)	(8.0)	(6.9)	(6.2)	(5.2)	(10.2)	(12.3)	(11.1)	(9.0)	(6.1)
In special education classes	13.2	16.7	16.3	4.2	11.7	15.3	20.2	9.4	12.5	14.3	12.4	7.7	16.3	11.7	12.0
	(3.0)	(4.1)	(8.0)	(4.1)	(3.7)	(5.0)	(6.5)	(4.0)	(5.4)	(3.6)	(7.8)	(6.7)	(9.5)	(6.1)	(4.0)
Number of respondents	293	164	68	42	175	118	80	118	95	203	45	40	36	69	143
Percentage taking other academic* classes:															
As a whole	72.0	68.5	77.7	81.7	65.8	80.9	72.2	78.1	62.0	71.6	76.3	71.4	42.9	57.3	85.0
	(4.0)	(5.2)	(9.0)	(8.0)	(5.5)	(5.4)	(7.2)	(5.7)	(7.9)	(4.7)	(10.1)	(11.3)	(12.7)	(9.4)	(4.4)
In regular education classes	50.0	45.6	52.5	62.2	45.3	56.7	48.0	57.7	39.4	47.0	55.7	61.4	21.7	30.2	63.9
	(4.4)	(5.5)	(10.8)	(10.0)	(5.7)	(6.8)	(8.0)	(6.8)	(7.9)	(5.2)	(11.8)	(12.2)	(10.6)	(8.8)	(5.9)
In special education classes	23.7	24.1	26.3	23.1	23.2	24.6	24.2	21.9	26.3	25.4	20.6	16.8	21.2	27.5	24.0
	(3.8)	(4.8)	(9.5)	(8.7)	(4.9)	(5.9)	(6.9)	(5.7)	(7.1)	(4.5)	(9.6)	(9.4)	(10.5)	(8.5)	(5.3)
Number of respondents	293	164	68	42	175	118	80	118	95	203	45	40	36	69	143
Percentage taking nonacademic* classes:															
As a whole	84.7	88.8	79.8	78.3	87.7	80.4	94.7	86.1	73.0	90.1	61.4	77.2	86.7	90.5	88.2
	(3.2)	(3.5)	(8.7)	(8.5)	(3.8)	(5.5)	(3.6)	(4.8)	(7.2)	(3.1)	(11.5)	(10.5)	(8.7)	(5.6)	(4.0)
In regular education classes	58.7	56.6	62.1	62.5	58.0	59.6	78.6	63.1	32.7	61.8	36.7	62.5	29.0	45.0	76.4
	(4.4)	(5.5)	(10.5)	(10.0)	(5.7)	(6.8)	(6.6)	(6.7)	(7.6)	(5.1)	(11.4)	(12.1)	(11.7)	(9.5)	(5.2)
In special education classes	42.5	52.8	30.8	27.4	48.2	34.5	44.5	36.8	49.8	47.7	30.5	24.9	72.9	59.9	29.7
	(4.4)	(5.5)	(10.0)	(9.2)	(5.8)	(6.5)	(8.0)	(6.7)	(8.1)	(5.2)	(10.9)	(10.8)	(11.4)	(9.3)	(5.6)
Number of respondents	293	164	68	42	175	118	80	118	95	203	45	40	36	69	143
Percentage taking nonsubject-specific special education classes**	8.0	8.0	2.7	13.9	6.8	9.8	5.3	8.5	9.8	8.6	10.1	2.2	12.2	13.9	4.9
	(2.4)	(3.0)	(3.5)	(7.1)	(2.9)	(4.1)	(3.6)	(3.9)	(4.8)	(2.9)	(7.1)	(3.7)	(8.4)	(6.6)	(2.7)
Number of respondents	293	164	68	42	175	118	80	118	95	203	45	40	36	69	143

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 16B: COURSE-TAKING BY STUDENTS WITH OTHER HEALTH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Course Taking	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage taking science classes:									
As a whole	51.8	57.5	47.7	36.6	52.4	52.6	55.1	43.9	52.6
	(9.8)	(9.2)	(6.7)	(10.5)	(6.4)	(9.3)	(8.7)	(8.6)	(7.7)
In regular education classes	40.0	47.2	38.5	27.4	44.1	35.1	43.4	30.8	44.1
	(9.6)	(9.3)	(6.5)	(9.7)	(6.3)	(8.9)	(8.7)	(8.0)	(7.6)
In special education classes	16.1	10.3	9.9	8.6	9.0	23.7	14.2	16.2	8.5
	(7.2)	(5.6)	(4.0)	(6.1)	(3.7)	(7.9)	(6.1)	(6.4)	(4.3)
Number of respondents	51	58	120	43	153	57	65	76	106
Percentage taking other academic* classes:									
As a whole	77.0	71.0	68.0	64.1	71.5	81.2	78.5	69.1	69.1
	(8.3)	(8.4)	(6.2)	(10.4)	(5.8)	(7.3)	(7.2)	(8.1)	(7.1)
In regular education classes	45.4	57.0	52.6	40.7	53.6	49.7	46.1	46.7	54.0
	(9.8)	(9.2)	(6.7)	(10.7)	(6.4)	(9.3)	(8.7)	(8.7)	(7.7)
In special education classes	33.4	18.4	15.7	23.4	19.8	35.2	35.2	22.4	17.8
	(9.2)	(7.2)	(4.9)	(9.2)	(5.1)	(8.9)	(8.3)	(7.3)	(5.9)
Number of respondents	51	58	120	43	153	57	65	76	106
Percentage taking nonacademic* classes:									
As a whole	86.2	92.9	91.7	83.2	85.4	90.1	88.7	84.4	91.8
	(6.8)	(4.8)	(3.7)	(8.1)	(4.5)	(5.6)	(5.5)	(6.3)	(4.2)
In regular education classes	63.0	67.7	63.0	55.0	58.4	62.6	57.4	59.9	66.6
	(9.5)	(8.7)	(6.5)	(10.8)	(6.3)	(9.0)	(8.6)	(8.5)	(7.3)
In special education classes	41.7	52.5	37.8	44.5	40.9	48.3	48.3	46.9	37.0
	(9.7)	(9.3)	(6.5)	(10.8)	(6.3)	(9.3)	(8.7)	(8.7)	(7.4)
Number of respondents	51	58	120	43	153	57	65	76	106
Percentage taking nonsubject-specific special education classes**	5.6	17.6	6.2	9.4	8.7	5.8	11.8	3.7	9.4
	(4.5)	(7.1)	(3.2)	(6.4)	(3.6)	(4.3)	(5.6)	(3.3)	(4.5)
Number of respondents	51	58	120	43	153	57	65	76	106

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH OTHER HEALTH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Vocational Education Courses	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage enrolled in:															
Any vocational education	55.2	59.4	65.6	57.9	60.6	48.5	39.9	65.4	56.8	55.5	59.9	48.2	58.8	61.4	50.8
	(3.6)	(4.6)	(8.9)	(9.2)	(4.7)	(5.4)	(5.9)	(5.6)	(6.7)	(4.3)	(9.2)	(9.8)	(10.3)	(8.1)	(4.8)
Occupationally-oriented vocational education	40.4	43.9	56.3	40.3	47.5	31.8	26.5	52.2	38.2	41.5	40.2	33.8	25.9	40.9	40.5
	(3.6)	(4.6)	(9.4)	(9.1)	(4.9)	(5.0)	(5.4)	(5.9)	(6.6)	(4.2)	(9.2)	(9.3)	(9.2)	(8.1)	(4.8)
Home economics-oriented vocational education	32.9	30.1	43.1	31.5	27.4	40.7	30.5	34.6	32.3	32.1	45.6	26.9	39.2	38.7	31.5
	(4.1)	(5.1)	(10.4)	(9.9)	(5.1)	(6.7)	(7.4)	(6.5)	(7.6)	(4.9)	(11.6)	(10.8)	(12.9)	(9.1)	(5.7)
Other vocational education*	15.2	19.5	12.1	9.2	19.6	9.7	13.6	13.3	19.6	15.8	17.6	10.3	25.8	22.7	10.0
	(2.6)	(3.7)	(6.2)	(5.4)	(3.9)	(3.2)	(4.2)	(4.0)	(5.4)	(3.1)	(7.2)	(5.9)	(9.2)	(6.9)	(2.9)
Number of respondents	293	164	68	42	175	118	80	118	95	203	45	40	36	69	143
Average hours per week in:															
Any vocational education	4.1	3.9	5.3	5.2	4.8	3.2	2.4	4.4	5.3	3.7	5.5	4.4	5.3	4.9	3.2
	(0.4)	(0.5)	(1.1)	(1.2)	(0.6)	(0.5)	(0.5)	(0.6)	(0.9)	(0.5)	(1.3)	(1.2)	(1.4)	(1.1)	(0.4)
Occupationally-oriented vocational education	2.0	1.7	3.2	2.7	2.4	1.4	0.9	2.5	2.3	1.8	2.4	2.4	1.5	1.8	1.9
	(0.3)	(0.3)	(0.8)	(0.8)	(0.4)	(0.3)	(0.2)	(0.4)	(0.6)	(0.3)	(0.9)	(0.8)	(0.7)	(0.5)	(0.3)
Home economics-oriented vocational education	1.8	1.7	1.8	2.1	1.5	2.2	1.2	1.9	2.2	1.8	1.8	1.9	3.7	2.0	1.3
	(0.3)	(0.4)	(0.7)	(1.0)	(0.5)	(0.5)	(0.4)	(0.6)	(0.7)	(0.4)	(0.6)	(1.2)	(1.7)	(0.7)	(0.3)
Other vocational education*	0.9	1.0	0.7	0.7	1.3	0.5	0.8	0.5	1.6	0.8	1.4	0.8	1.4	1.6	0.5
	(0.2)	(0.3)	(0.5)	(0.5)	(0.3)	(0.2)	(0.3)	(0.2)	(0.5)	(0.2)	(0.8)	(0.5)	(0.7)	(0.6)	(0.2)
Number of respondents	293	164	68	42	175	118	80	118	95	203	45	40	36	69	143

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* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH OTHER HEALTH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Vocational Education Courses	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage enrolled in:									
Any vocational education	47.5	54.2	63.4	56.4	52.7	54.4	45.7	59.8	57.9
	(7.4)	(7.2)	(5.4)	(8.5)	(5.2)	(7.5)	(6.8)	(7.0)	(6.1)
Occupationally-oriented vocational education	33.1	43.0	46.9	40.2	37.6	40.2	29.6	42.3	44.9
	(7.0)	(7.2)	(5.6)	(8.4)	(5.0)	(7.4)	(6.2)	(7.1)	(6.2)
Home economics-oriented vocational education	36.5	31.8	32.7	46.0	31.8	23.7	33.0	28.2	41.5
	(9.3)	(8.6)	(6.2)	(10.7)	(6.0)	(7.8)	(8.3)	(7.7)	(7.6)
Other vocational education*	13.6	5.6	22.8	21.9	11.7	18.3	12.8	13.2	18.2
	(5.1)	(3.3)	(4.7)	(7.1)	(3.3)	(5.9)	(4.6)	(4.9)	(4.8)
Number of respondents	51	58	120	43	153	57	65	76	106
Average hours per week in:									
Any vocational education	3.2	3.5	4.9	4.1	4.3	2.9	2.8	4.0	4.7
	(0.8)	(0.7)	(0.7)	(1.0)	(0.6)	(0.5)	(0.6)	(0.8)	(0.8)
Occupationally-oriented vocational education	1.1	2.3	2.5	1.4	2.1	1.6	1.2	1.7	2.4
	(0.3)	(0.5)	(0.5)	(0.4)	(0.4)	(0.4)	(0.3)	(0.4)	(0.5)
Home economics-oriented vocational education	2.2	1.3	1.8	2.3	1.9	1.1	1.7	1.8	2.0
	(0.9)	(0.4)	(0.5)	(0.8)	(0.6)	(0.4)	(0.5)	(0.8)	(0.6)
Other vocational education*	0.9	0.2	1.3	1.3	0.8	0.7	0.7	0.7	1.0
	(0.4)	(0.1)	(0.4)	(0.6)	(0.3)	(0.3)	(0.3)	(0.3)	(0.4)
Number of respondents	51	58	120	43	153	57	65	76	106

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* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH OTHER HEALTH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Vocational Education Courses	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in any vocational education courses in grades:															
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	72.1 (6.6)	62.4 (9.0)	77.5 (16.2)	81.2 (12.7)	79.8 (7.5)	58.0 (12.2)	67.1 (9.8)	77.5 (8.7)	---	71.9 (7.1)	---	---	---	73.5 (14.4)	70.0 (9.3)
11 or 12	89.2 (4.3)	91.5 (4.8)	91.7 (9.4)	82.0 (12.1)	90.3 (5.8)	88.0 (6.2)	---	90.2 (6.0)	88.3 (6.2)	90.0 (5.8)	97.4 (4.7)	80.7 (10.9)	---	86.9 (11.0)	93.8 (4.4)
Ungraded programs	81.3 (9.3)	89.0 (9.5)	---	---	91.3 (7.7)	---	---	---	72.0 (14.5)	91.7 (8.0)	---	---	---	85.8 (13.6)	---
Number of respondents	303	172	69	43	178	125	85	122	96	212	46	40	38	69	150
Average hours per week in any vocational education in grades:															
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	4.0 (0.6)	2.9 (0.6)	5.8 (1.8)	4.8 (1.4)	4.7 (0.8)	2.8 (0.7)	4.4 (1.0)	4.0 (0.7)	---	4.2 (0.6)	---	---	---	3.9 (1.1)	4.1 (0.8)
11 or 12	7.1 (0.8)	6.0 (0.9)	8.2 (1.8)	8.5 (2.1)	7.9 (1.2)	6.2 (1.0)	---	6.2 (1.0)	8.0 (1.2)	6.0 (0.9)	9.3 (2.0)	7.4 (1.6)	---	7.6 (2.1)	6.2 (0.8)
Ungraded programs	10.3 (2.0)	12.8 (2.6)	---	---	11.9 (2.3)	---	---	---	7.9 (2.5)	12.5 (2.5)	---	---	---	12.7 (3.3)	---
Number of respondents	302	172	68	43	177	125	85	121	96	211	46	40	38	69	150
Percentage in occupationally-oriented vocational education courses in grades:															
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	55.6 (7.4)	49.9 (9.3)	67.5 (18.1)	55.5 (16.1)	68.2 (8.7)	32.0 (11.5)	42.4 (10.4)	66.9 (9.8)	---	56.0 (7.8)	---	---	---	45.8 (16.2)	60.1 (9.9)
11 or 12	69.3 (6.3)	71.4 (7.8)	84.2 (12.4)	65.5 (15.0)	74.4 (8.6)	63.6 (9.2)	---	75.0 (8.8)	64.2 (9.2)	76.3 (8.2)	59.9 (14.5)	64.3 (13.3)	---	68.3 (15.1)	72.5 (8.1)
Ungraded programs	38.7 (11.6)	46.9 (15.1)	---	---	46.0 (13.7)	---	---	---	31.5 (15.0)	40.8 (14.3)	---	---	---	48.2 (19.5)	---
Number of respondents	301	171	68	43	176	125	84	121	96	210	46	40	38	69	148

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH OTHER HEALTH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Vocational Education Courses	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in any vocational education courses in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	64.2 (15.2)	69.0 (13.9)	84.6 (8.5)	69.4 (16.8)	63.9 (10.7)	86.3 (11.3)	74.6 (13.2)	70.6 (12.2)	72.2 (12.5)
11 or 12	100 (0.0)	90.9 (8.3)	88.6 (6.3)	95.8 (6.9)	93.6 (4.9)	89.6 (8.3)	91.8 (7.8)	91.8 (7.5)	95.7 (4.7)
Ungraded programs	---	---	85.5 (12.1)	---	76.5 (13.5)	---	---	---	96.1 (7.2)
Number of respondents	55	59	125	44	160	58	69	77	111
Average hours per week in any vocational education in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	3.7 (1.3)	3.7 (1.0)	4.7 (0.9)	4.6 (2.2)	3.7 (0.8)	4.0 (0.8)	4.4 (1.4)	3.2 (0.8)	4.6 (1.1)
11 or 12	5.8 (1.4)	6.4 (1.4)	8.0 (1.2)	6.1 (1.2)	8.7 (1.3)	5.0 (1.1)	5.7 (1.2)	6.5 (1.1)	8.0 (1.4)
Ungraded programs	---	---	10.1 (3.0)	---	9.8 (3.0)	---	---	---	14.1 (3.0)
Number of respondents	55	59	124	44	159	58	69	77	110
Percentage in occupationally-oriented vocational education courses in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	46.8 (15.8)	52.3 (15.1)	66.0 (11.2)	54.1 (18.2)	49.1 (11.1)	61.3 (16.0)	42.1 (15.0)	55.4 (13.3)	66.2 (13.2)
11 or 12	73.4 (15.3)	75.2 (12.5)	73.1 (8.8)	60.0 (16.8)	69.7 (9.2)	77.0 (11.5)	74.0 (12.5)	57.8 (13.5)	74.9 (10.0)
Ungraded programs	---	---	32.4 (16.0)	---	28.6 (14.3)	---	---	---	49.6 (18.6)
Number of respondents	55	58	124	44	159	57	69	76	110

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH OTHER HEALTH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Vocational Education Courses	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Average hours per week in occupationally-oriented vocational education in grades:															
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	1.9	1.1	3.4	2.2	2.4	1.0	1.2	2.5	---	1.9	---	---	---	1.2	2.2
	(0.4)	(0.4)	(1.3)	(0.8)	(0.5)	(0.4)	(0.5)	(0.6)		(0.4)				(0.8)	(0.6)
11 or 12	3.2	2.5	3.3	5.3	3.9	2.6	---	3.3	3.2	3.0	2.2	4.8	---	3.3	3.9
	(0.6)	(0.6)	(1.1)	(1.8)	(1.0)	(0.7)		(0.9)	(0.9)	(0.8)	(1.1)	(1.5)		(1.3)	(0.8)
Ungraded programs	1.5	1.4	---	---	2.2	---	---	---	1.8	1.3	---	---	---	2.0	---
	(0.8)	(0.9)			(1.0)				(1.1)	(0.8)				(1.3)	
Number of respondents	290	162	66	43	170	120	83	114	93	201	45	39	36	66	143
Percentage in vocational education courses in:															
Regular education classes	45.4	40.0	54.4	54.2	48.7	40.7	43.3	54.3	33.1	44.7	40.3	53.6	21.2	35.6	56.5
	(4.4)	(5.4)	(10.7)	(10.3)	(5.8)	(6.8)	(8.0)	(6.9)	(7.6)	(5.2)	(11.6)	(12.5)	(10.5)	(9.1)	(6.1)
Special education classes	24.4	31.1	18.3	9.1	30.2	16.1	22.3	15.1	41.3	25.9	24.6	15.9	38.8	34.5	16.3
	(3.8)	(5.1)	(8.3)	(5.9)	(5.3)	(5.1)	(6.7)	(5.0)	(8.0)	(4.6)	(10.2)	(9.2)	(12.5)	(9.1)	(4.5)
Number of respondents	293	164	68	42	175	118	80	118	95	203	45	40	36	69	143
Average hours per week in vocational education courses in:*															
Regular education classes	6.4	5.7	7.1	8.2	5.7	7.4	5.3	6.8	6.4	5.5	7.9	9.5	3.0	5.1	7.4
	(0.6)	(0.8)	(1.4)	(1.3)	(0.7)	(1.1)	(0.9)	(0.8)	(1.4)	(0.6)	(1.9)	(2.2)	(1.6)	(1.4)	(0.8)
Special education classes	3.6	4.4	3.3	1.8	4.5	2.3	3.2	2.5	5.8	4.1	3.5	1.8	7.9	6.3	1.6
	(0.6)	(0.8)	(1.6)	(1.1)	(0.8)	(0.8)	(1.0)	(0.9)	(1.2)	(0.8)	(1.6)	(1.1)	(2.1)	(1.7)	(0.6)
Number of respondents	226	128	52	32	138	88	54	93	79	153	38	31	28	51	116

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* Of those taking vocational education

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH OTHER HEALTH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Vocational Education Courses	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours per week in occupationally-oriented vocational education in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	1.4	2.2	2.3	0.9	2.2	1.7	1.3	1.5	2.7
	(0.7)	(0.8)	(0.8)	(0.5)	(0.7)	(0.7)	(0.6)	(0.6)	(0.9)
11 or 12	---	4.7	3.7	2.2	4.3	2.3	2.6	3.3	4.3
		(1.4)	(1.0)	(1.0)	(1.1)	(0.8)	(0.8)	(1.2)	(1.3)
Ungraded programs	---	---	1.4	---	1.4	---	---	---	1.2
			(1.2)		(1.0)				(1.2)
Number of respondents	53	57	117	42	153	54	66	72	106
Percentage in vocational education courses in:									
Regular education classes	39.0	53.4	55.2	39.9	45.9	47.4	40.7	44.3	52.0
	(9.6)	(9.3)	(6.7)	(10.6)	(6.4)	(9.3)	(8.6)	(8.7)	(7.7)
Special education classes	31.1	12.2	20.0	41.8	15.9	31.4	28.3	21.4	22.9
	(9.1)	(6.1)	(5.3)	(10.7)	(4.7)	(8.6)	(7.9)	(7.1)	(6.5)
Number of respondents	51	58	120	43	153	57	65	76	106
Average hours per week in vocational education courses in:*									
Regular education classes	5.6	7.3	6.8	4.5	7.0	6.3	5.8	6.0	6.7
	(1.3)	(1.4)	(0.9)	(1.3)	(0.9)	(1.5)	(1.3)	(1.1)	(1.0)
Special education classes	4.5	1.7	3.8	5.6	3.5	2.7	3.5	3.2	4.2
	(1.6)	(0.8)	(1.1)	(1.6)	(1.0)	(0.7)	(1.0)	(1.2)	(1.3)
Number of respondents	37	45	97	34	117	45	49	59	86

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* Of those taking vocational education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH OTHER HEALTH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Vocational Education Courses	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage of vocational education students studying:															
Prevocational skills	21.0	26.0	8.3	12.8	21.4	20.2	33.7	15.1	20.4	24.3	10.5	14.7	45.1	28.0	17.5
	(4.4)	(5.8)	(7.3)	(8.8)	(5.5)	(7.3)	(10.0)	(6.0)	(7.6)	(5.5)	(9.2)	(10.8)	(17.6)	(10.1)	(5.7)
Agriculture	6.9	4.4	4.7	15.3	8.3	4.0	2.8	4.1	14.2	5.0	17.1	8.7	7.8	9.2	3.2
	(2.7)	(2.7)	(5.6)	(9.6)	(3.7)	(3.6)	(3.5)	(3.3)	(6.6)	(2.8)	(11.2)	(8.6)	(9.5)	(6.5)	(2.6)
Distributive education	1.9	0.4	4.4	3.9	1.7	2.3	0.0	3.9	0.4	1.4	6.4	0.9	0.0	1.1	0.4
	(1.5)	(0.9)	(5.4)	(5.1)	(1.7)	(2.7)	(0.0)	(3.3)	(1.2)	(1.5)	(7.3)	(2.9)	(0.0)	(2.3)	(1.0)
Health occupations	2.6	1.1	4.4	4.3	0.0	7.8	0.0	3.3	3.4	2.3	0.0	6.3	1.3	0.0	2.5
	(1.7)	(1.4)	(5.5)	(5.4)	(0.0)	(4.9)	(0.0)	(3.0)	(3.4)	(1.9)	(0.0)	(7.4)	(4.1)	(0.0)	(2.3)
Office occupations	36.5	36.5	51.0	24.0	33.9	41.9	23.5	46.6	31.3	37.8	25.1	37.2	29.7	39.0	41.3
	(5.2)	(6.4)	(13.3)	(11.3)	(6.4)	(9.0)	(9.0)	(8.4)	(8.7)	(6.2)	(12.9)	(14.8)	(16.2)	(10.9)	(7.3)
Machine/auto/motor repair	6.4	4.9	11.1	7.6	7.7	3.9	3.9	9.7	3.4	7.6	0.0	6.6	6.9	0.0	9.1
	(2.7)	(2.9)	(8.3)	(7.0)	(3.6)	(3.5)	(4.1)	(5.0)	(3.4)	(3.4)	(0.0)	(7.6)	(9.0)	(0.0)	(4.3)
Construction trades	21.2	17.5	26.8	30.4	27.0	9.5	26.3	24.4	12.5	21.4	23.3	18.7	0.0	13.9	28.5
	(4.4)	(5.0)	(11.8)	(12.2)	(6.0)	(5.3)	(9.3)	(7.3)	(6.2)	(5.2)	(12.6)	(11.9)	(0.0)	(7.7)	(6.7)
Electronics/communications	2.4	4.5	0.0	0.0	3.6	0.0	3.5	2.9	0.8	2.0	7.6	0.0	0.0	1.2	2.8
	(1.7)	(2.7)	(0.0)	(0.0)	(2.5)	(0.0)	(3.9)	(2.8)	(1.7)	(1.8)	(7.9)	(0.0)	(0.0)	(2.4)	(2.4)
Manufacturing/industrial arts	4.7	4.5	5.9	5.1	6.7	0.5	8.0	4.0	3.1	5.5	3.0	0.0	7.4	13.2	1.3
	(2.3)	(2.8)	(6.2)	(5.8)	(3.4)	(1.2)	(5.7)	(3.3)	(3.3)	(2.9)	(5.1)	(0.0)	(9.3)	(7.6)	(1.7)
Painting/decorating/graphic art/commercial art/drafting	12.9	15.9	14.7	6.2	8.9	21.1	16.5	12.8	10.4	10.5	25.5	15.5	10.5	7.5	18.7
	(3.6)	(4.9)	(9.4)	(6.4)	(3.8)	(7.4)	(7.8)	(5.6)	(5.7)	(3.9)	(13.0)	(11.1)	(10.8)	(5.9)	(5.8)
Food service	7.1	7.2	3.2	12.6	5.7	9.8	6.2	4.7	11.3	5.0	10.1	16.1	10.5	1.3	7.6
	(2.8)	(3.4)	(4.7)	(8.8)	(3.1)	(5.4)	(5.1)	(3.6)	(6.0)	(2.8)	(9.0)	(11.2)	(10.8)	(2.6)	(4.0)
Personal services	1.3	2.3	0.2	0.0	0.5	2.7	2.9	1.1	0.3	1.6	0.9	0.0	0.3	0.0	2.3
	(1.2)	(2.0)	(1.1)	(0.0)	(1.0)	(2.9)	(3.5)	(1.7)	(1.1)	(1.6)	(2.7)	(0.0)	(2.1)	(0.0)	(2.2)
Custodial services	1.5	2.4	0.7	0.0	2.2	0.0	2.1	0.0	3.1	1.8	0.0	1.1	0.0	6.1	0.0
	(1.3)	(2.0)	(2.2)	(0.0)	(2.0)	(0.0)	(3.1)	(0.0)	(3.3)	(1.7)	(0.0)	(3.2)	(0.0)	(5.3)	(0.0)
On-the-job/work experience	10.7	9.2	11.8	9.6	12.1	8.0	7.3	9.6	15.0	7.2	31.8	11.7	15.9	10.2	5.4
	(3.4)	(3.8)	(8.6)	(7.8)	(4.4)	(4.9)	(5.5)	(5.0)	(6.7)	(3.3)	(13.9)	(9.8)	(13.0)	(6.8)	(3.4)
Other	8.4	13.8	4.9	0.0	6.7	11.8	7.5	5.0	14.1	7.4	14.2	9.4	5.9	12.0	6.1
	(3.0)	(4.6)	(5.7)	(0.0)	(3.4)	(5.8)	(5.6)	(3.7)	(6.5)	(3.3)	(10.4)	(8.9)	(8.4)	(7.3)	(3.6)
Number of respondents	196	118	43	25	125	71	44	79	73	133	31	28	20	48	101

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH OTHER HEALTH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Vocational Education Courses	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of vocational education students studying:									
Prevocational skills	28.0	14.2	21.4	32.1	16.2	28.9	24.9	27.6	20.3
	(11.1)	(8.3)	(6.5)	(11.8)	(6.0)	(9.8)	(9.0)	(9.9)	(7.5)
Agriculture	0.0	6.9	10.4	4.6	8.7	2.2	2.6	9.8	4.2
	(0.0)	(6.0)	(4.8)	(5.3)	(4.6)	(3.2)	(3.3)	(6.6)	(3.7)
Distributive education	0.0	0.0	1.5	0.0	1.0	0.0	0.5	0.4	0.6
	(0.0)	(0.0)	(1.9)	(0.0)	(1.6)	(0.0)	(1.5)	(1.4)	(1.5)
Health occupations	0.0	0.0	4.4	0.0	3.1	0.7	0.6	0.0	3.9
	(0.0)	(0.0)	(3.2)	(0.0)	(2.8)	(1.8)	(1.6)	(0.0)	(3.6)
Office occupations	37.0	48.9	36.5	30.9	37.9	48.9	47.1	30.0	40.7
	(12.0)	(11.9)	(7.6)	(11.6)	(7.9)	(10.9)	(10.4)	(10.1)	(9.1)
Machine/auto/motor repair	6.2	7.4	8.3	1.7	8.3	10.0	7.5	2.6	9.2
	(6.0)	(6.3)	(4.4)	(3.3)	(4.5)	(6.5)	(5.5)	(3.6)	(5.4)
Construction trades	22.7	30.6	16.9	8.4	31.2	11.7	14.3	18.3	28.6
	(10.4)	(11.0)	(5.9)	(7.0)	(7.6)	(7.0)	(7.3)	(8.6)	(8.4)
Electronics/communications	0.9	2.4	3.2	1.7	2.8	1.5	1.9	2.3	1.9
	(2.3)	(3.7)	(2.8)	(3.3)	(2.7)	(2.6)	(2.9)	(3.3)	(2.5)
Manufacturing/industrial arts	6.4	1.1	5.4	5.9	6.0	2.4	4.0	0.9	7.0
	(6.1)	(2.5)	(3.5)	(6.0)	(3.9)	(3.3)	(4.1)	(2.0)	(4.7)
Painting/decorating/graphic art/ commercial art/drafting	11.7	30.3	7.9	19.1	11.3	18.2	17.4	17.9	11.1
	(8.0)	(11.0)	(4.2)	(9.9)	(5.2)	(8.4)	(7.9)	(8.5)	(5.8)
Food service	7.1	9.7	5.1	11.6	5.2	4.4	0.5	17.2	3.1
	(6.4)	(7.0)	(3.5)	(8.1)	(3.6)	(4.5)	(1.5)	(8.4)	(3.2)
Personal services	0.0	0.0	4.1	4.1	0.2	1.6	0.0	2.6	1.7
	(0.0)	(0.0)	(3.1)	(5.0)	(0.8)	(2.8)	(0.0)	(3.6)	(2.4)
Custodial services	0.0	3.3	0.5	6.0	0.3	0.0	4.5	0.0	0.4
	(0.0)	(4.3)	(1.1)	(6.0)	(0.9)	(0.0)	(4.3)	(0.0)	(1.2)
On-the-job/work experience	9.4	0.9	12.9	8.4	12.0	8.0	8.1	3.8	10.9
	(7.2)	(2.3)	(5.3)	(7.0)	(5.3)	(5.9)	(5.7)	(4.2)	(5.8)
Other	11.5	0.8	8.3	14.6	2.6	11.2	8.0	8.4	7.1
	(7.9)	(2.1)	(4.3)	(8.9)	(2.6)	(6.8)	(5.7)	(6.1)	(4.8)
Number of respondents	33	36	88	31	97	43	45	49	75

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 18A: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Services/Programs	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools with:*															
Chapter 1/Title 1	47.8	40.7	46.0	66.8	48.9	46.5	53.9	41.0	52.2	47.2	46.4	55.7	37.1	53.4	47.5
	(3.9)	(4.7)	(9.4)	(8.6)	(5.2)	(5.8)	(6.5)	(6.1)	(7.7)	(4.5)	(9.8)	(12.8)	(10.9)	(8.8)	(5.1)
Bilingual education	55.6	75.0	56.8	17.0	53.5	58.2	73.2	45.0	51.9	59.0	45.6	43.8	60.9	45.5	61.3
	(3.9)	(4.1)	(9.4)	(6.8)	(5.2)	(5.7)	(5.8)	(6.1)	(7.7)	(4.4)	(9.8)	(12.7)	(11.0)	(8.7)	(5.0)
State compensatory programs	46.7	37.2	45.4	67.8	43.2	51.1	51.7	44.2	44.8	43.5	54.1	61.0	27.6	51.0	45.4
	(3.9)	(4.6)	(9.4)	(8.5)	(5.2)	(5.8)	(6.5)	(6.1)	(7.6)	(4.5)	(9.8)	(12.5)	(10.1)	(8.8)	(5.1)
None of these	76.9	71.6	81.9	89.3	75.1	79.1	67.8	79.7	83.5	73.4	82.4	97.3	75.4	77.5	72.8
	(3.3)	(4.3)	(7.3)	(5.6)	(4.5)	(4.7)	(6.1)	(5.0)	(5.7)	(4.0)	(7.5)	(4.2)	(9.7)	(7.3)	(4.5)
Number of respondents	368	217	83	56	210	158	119	145	104	266	64	35	44	80	204
Percentage in schools that made available to secondary special education students:															
Life skills programs	79.5	78.2	77.5	82.1	78.9	80.4	76.8	77.1	86.2	74.7	96.1	92.6	94.0	79.8	74.8
	(3.6)	(4.5)	(8.7)	(8.1)	(4.8)	(5.4)	(6.5)	(6.0)	(5.7)	(4.5)	(4.3)	(7.3)	(5.7)	(7.9)	(5.2)
Vocational assessment/ counseling	89.7	87.0	95.5	91.4	89.7	89.6	76.6	92.8	98.1	86.5	99.3	100	87.1	85.7	89.7
	(2.7)	(3.7)	(4.3)	(5.7)	(3.5)	(4.1)	(6.5)	(3.6)	(2.3)	(3.5)	(1.9)	(0.0)	(7.9)	(6.8)	(3.6)
Work adjustment training	82.3	84.3	79.2	78.7	82.4	82.1	75.2	80.1	93.0	80.5	83.4	94.1	69.9	86.5	83.6
	(3.4)	(4.0)	(8.4)	(8.4)	(4.5)	(5.2)	(6.7)	(5.6)	(4.2)	(4.1)	(8.3)	(6.5)	(10.8)	(6.7)	(4.4)
Work exploration/experience	76.8	83.7	77.8	62.2	78.9	73.9	64.2	77.6	88.5	75.0	81.5	86.2	74.7	83.1	77.0
	(3.7)	(4.0)	(8.6)	(9.9)	(4.8)	(5.9)	(7.4)	(5.9)	(5.2)	(4.5)	(8.7)	(9.4)	(10.2)	(7.3)	(5.0)
Specific job skills training	70.2	61.2	80.7	80.9	72.6	66.8	60.2	74.9	73.0	69.1	66.5	83.3	52.7	74.3	69.8
	(4.0)	(5.3)	(8.2)	(8.0)	(5.2)	(6.3)	(7.5)	(6.1)	(7.3)	(4.7)	(10.5)	(10.2)	(11.7)	(8.5)	(5.5)
Job development/placement services	75.1	79.1	63.7	75.0	74.0	76.6	62.0	76.3	86.6	71.5	82.1	93.2	72.9	81.2	72.9
	(3.8)	(4.5)	(10.0)	(8.8)	(5.1)	(5.7)	(7.5)	(6.0)	(5.6)	(4.6)	(8.6)	(6.9)	(10.5)	(7.6)	(5.3)
Postemployment services	37.1	43.9	39.5	19.5	37.4	36.7	34.4	40.2	34.8	36.4	37.0	42.9	27.5	37.4	39.9
	(4.3)	(5.5)	(10.2)	(8.1)	(5.7)	(6.5)	(7.5)	(6.9)	(7.8)	(5.0)	(10.9)	(13.6)	(10.5)	(9.8)	(5.9)
None of these	1.7	3.2	0.0	0.0	2.0	1.3	6.0	0.0	0.0	2.2	0.0	0.0	2.6	0.0	2.5
	(1.1)	(1.9)	(0.0)	(0.0)	(1.6)	(1.5)	(3.7)	(0.0)	(0.0)	(1.5)	(0.0)	(0.0)	(3.7)	(0.0)	(1.9)
Number of respondents	289	164	71	42	168	119	83	112	92	205	49	31	39	62	153

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* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 188: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Services/Programs	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with:*									
Chapter 1/Title 1	57.3	40.6	41.5	61.9	42.1	52.9	52.7	47.7	44.6
	(8.2)	(7.9)	(5.7)	(9.4)	(5.4)	(8.1)	(7.4)	(7.8)	(6.4)
Bilingual education	54.7	52.3	60.1	57.2	45.9	87.8	63.7	57.9	50.6
	(8.3)	(8.1)	(5.7)	(9.5)	(5.5)	(5.3)	(7.1)	(7.7)	(6.4)
State compensatory programs	39.6	48.9	52.2	35.3	48.3	46.9	43.1	44.9	46.9
	(8.2)	(8.1)	(5.8)	(9.2)	(5.5)	(8.1)	(7.3)	(7.8)	(6.4)
None of these	71.6	70.5	78.8	67.9	79.3	67.5	64.6	75.1	82.5
	(7.5)	(7.4)	(4.7)	(9.0)	(4.4)	(7.6)	(7.1)	(6.8)	(4.9)
Number of respondents	69	76	155	52	204	73	92	90	143
Percentage in schools that made available to secondary special education students:									
Life skills programs	67.0	83.8	85.0	80.3	79.5	76.3	69.6	87.6	80.4
	(8.7)	(6.8)	(4.7)	(8.6)	(5.1)	(7.8)	(7.9)	(5.9)	(5.7)
Vocational assessment/counseling	84.6	89.5	91.2	81.2	92.9	85.3	79.2	96.7	90.8
	(6.7)	(5.6)	(3.7)	(8.4)	(3.2)	(6.5)	(6.9)	(3.2)	(4.1)
Work adjustment training	70.5	81.2	93.9	87.7	81.3	80.2	82.7	79.2	85.2
	(8.5)	(7.2)	(3.1)	(7.1)	(4.9)	(7.3)	(6.4)	(7.3)	(5.1)
Work exploration/experience	76.1	79.0	77.1	82.8	72.1	84.0	78.4	78.3	77.4
	(7.9)	(7.5)	(5.5)	(8.2)	(5.7)	(6.7)	(7.0)	(7.4)	(6.0)
Specific job skills training	69.0	63.5	69.9	61.7	74.8	62.4	67.2	65.4	72.2
	(8.6)	(8.8)	(6.0)	(10.5)	(5.5)	(8.8)	(8.0)	(8.5)	(6.4)
Job development/placement services	76.9	72.7	70.7	82.6	73.4	74.0	82.0	69.7	72.7
	(7.8)	(8.2)	(6.0)	(8.2)	(5.6)	(8.0)	(6.5)	(8.2)	(6.4)
Postemployment services	35.4	32.7	39.7	39.1	36.5	41.5	43.1	30.5	37.3
	(9.0)	(8.7)	(6.5)	(10.8)	(6.1)	(9.1)	(8.7)	(8.4)	(6.9)
None of these	3.3	3.1	0.0	1.9	0.0	6.6	3.4	0.0	1.9
	(3.3)	(3.2)	(0.0)	(2.9)	(0.0)	(4.5)	(3.1)	(0.0)	(2.0)
Number of respondents	56	58	123	40	161	56	68	67	117

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* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18A: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Services/Programs	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools that usually provided when needed:*															
Speech/language therapy	97.3	100	92.2	95.3	99.0	95.0	100	96.0	96.4	99.0	92.9	90.2	100	98.3	97.6
	(1.4)	(0.0)	(5.5)	(4.4)	(1.2)	(2.9)	(0.0)	(2.8)	(3.1)	(1.0)	(5.8)	(8.1)	(0.0)	(2.5)	(1.8)
Physical therapy	73.5	68.1	85.6	74.4	72.6	74.6	66.4	77.3	75.0	73.9	75.8	65.8	68.4	85.4	69.2
	(4.6)	(5.9)	(9.0)	(11.2)	(6.2)	(6.9)	(8.8)	(6.9)	(8.2)	(5.5)	(10.5)	(15.2)	(12.6)	(7.9)	(6.7)
Occupational therapy	76.3	75.8	85.8	66.1	77.4	74.9	71.3	79.8	76.2	77.5	72.6	74.0	71.8	82.4	75.6
	(4.4)	(5.4)	(8.2)	(12.1)	(5.8)	(6.6)	(8.2)	(6.6)	(8.0)	(5.1)	(10.7)	(14.1)	(12.2)	(8.6)	(6.1)
Hearing-loss therapy	83.6	82.4	97.2	82.0	85.9	80.5	91.4	74.5	86.9	82.5	91.6	82.5	91.4	75.6	85.7
	(3.9)	(4.8)	(4.5)	(10.0)	(4.9)	(6.5)	(5.2)	(7.7)	(6.4)	(4.7)	(7.1)	(13.1)	(7.9)	(10.0)	(5.1)
Psychotherapy/counseling	87.1	87.8	92.1	82.3	88.6	85.1	83.9	89.6	86.2	87.1	90.2	83.6	87.5	86.2	86.3
	(3.1)	(3.8)	(6.1)	(8.5)	(4.0)	(5.1)	(6.1)	(4.6)	(5.9)	(3.7)	(7.3)	(10.4)	(9.1)	(7.1)	(4.3)
Medical services	63.9	73.9	70.4	35.7	63.3	64.8	79.8	55.2	59.3	66.3	66.9	30.8	73.6	63.4	64.8
	(4.8)	(5.3)	(11.7)	(11.1)	(6.3)	(7.4)	(6.8)	(7.9)	(9.3)	(5.5)	(11.7)	(15.5)	(12.1)	(10.3)	(6.5)
Adaptive physical education	83.0	91.3	88.6	56.7	85.0	80.4	87.6	83.4	78.0	87.9	78.8	53.1	84.8	91.2	85.0
	(3.5)	(3.2)	(6.7)	(11.5)	(4.4)	(5.5)	(5.4)	(5.5)	(7.0)	(3.6)	(9.4)	(13.8)	(9.2)	(5.6)	(4.5)
Social work services	76.7	78.1	79.1	69.4	75.4	78.3	72.2	81.4	73.6	77.1	84.2	64.2	80.0	84.0	72.7
	(4.1)	(5.0)	(9.2)	(10.6)	(5.5)	(6.1)	(7.7)	(6.0)	(7.8)	(4.8)	(8.8)	(14.2)	(11.2)	(7.6)	(5.9)
Special transportation	94.3	95.5	97.1	89.2	94.3	94.4	92.5	92.8	98.5	93.8	96.8	94.2	96.7	97.0	92.4
	(2.1)	(2.4)	(3.6)	(6.7)	(2.8)	(3.3)	(4.2)	(3.9)	(2.1)	(2.6)	(4.0)	(6.7)	(4.5)	(3.4)	(3.4)
Human aides or tutors	95.9	97.8	100	88.7	97.4	93.9	95.8	96.2	95.5	95.1	100	95.6	93.8	96.9	95.8
	(1.8)	(1.7)	(0.0)	(6.8)	(1.9)	(3.3)	(3.2)	(2.8)	(3.6)	(2.3)	(0.0)	(5.9)	(6.3)	(3.4)	(2.5)
Physical aids	57.9	55.1	72.3	52.6	61.8	52.6	72.8	53.5	48.3	56.8	61.0	62.3	55.4	65.1	52.8
	(5.1)	(6.1)	(12.0)	(13.0)	(6.7)	(7.8)	(8.1)	(8.4)	(9.3)	(6.1)	(11.8)	(15.9)	(13.9)	(11.1)	(7.0)
None of these	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	201	125	40	28	119	82	59	71	69	141	37	20	31	45	103
Percentage in schools serving non-disabled students that had:**															
Regular education classrooms	94.4	96.7	96.1	88.3	93.0	96.3	94.2	92.8	97.6	93.7	94.8	98.9	88.7	97.8	95.2
	(2.2)	(2.1)	(4.0)	(6.9)	(3.3)	(2.7)	(3.6)	(3.8)	(3.0)	(2.6)	(6.1)	(2.9)	(10.0)	(3.2)	(2.6)
Part-time resource rooms	88.8	89.2	97.5	82.1	91.6	85.1	88.7	90.3	86.4	86.9	91.5	100	100	81.9	86.6
	(3.0)	(3.7)	(3.3)	(8.2)	(3.5)	(5.0)	(4.9)	(4.3)	(6.7)	(3.7)	(7.6)	(0.0)	(0.0)	(8.5)	(4.1)
Pull-out/itinerant services	87.1	92.8	93.9	71.1	85.0	89.9	93.2	83.8	85.2	86.8	86.5	88.8	72.8	81.8	90.9
	(3.2)	(3.1)	(4.9)	(9.7)	(4.5)	(4.3)	(3.9)	(5.4)	(6.9)	(3.7)	(9.3)	(8.9)	(14.1)	(8.5)	(3.5)
Self-contained classrooms	72.6	84.2	60.9	60.9	73.7	71.1	78.7	67.0	75.4	73.3	76.3	63.2	84.2	75.5	71.5
	(4.2)	(4.4)	(10.1)	(10.5)	(5.6)	(6.4)	(6.4)	(6.9)	(8.4)	(4.8)	(11.6)	(13.6)	(11.5)	(9.5)	(5.5)
All of these	59.8	75.4	52.8	36.2	58.7	61.4	67.5	55.9	57.5	59.5	63.4	57.0	61.9	57.2	62.5
	(4.6)	(5.2)	(10.3)	(10.3)	(6.3)	(6.9)	(7.3)	(7.3)	(9.7)	(5.3)	(13.1)	(13.9)	(15.4)	(10.9)	(5.9)
Number of respondents	253	141	70	41	144	109	85	103	65	187	33	30	25	50	148

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* See Appendix for percentage of youth in schools that reported having students in need of these services.
** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18B: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS (Concluded)

Services/Programs	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that usually provided when needed:*									
Speech/language therapy	97.1 (3.0)	98.1 (2.5)	100 (0.0)	94.5 (5.0)	98.5 (1.5)	100 (0.0)	98.8 (1.8)	95.9 (3.6)	98.8 (1.6)
Physical therapy	80.0 (8.7)	68.9 (10.3)	69.1 (7.1)	76.4 (10.3)	74.9 (6.6)	70.2 (10.1)	75.1 (8.4)	69.6 (9.6)	75.1 (7.7)
Occupational therapy	76.3 (9.3)	68.6 (10.2)	81.5 (5.8)	69.3 (10.9)	82.6 (5.6)	74.2 (9.7)	71.6 (9.0)	70.1 (9.3)	86.2 (6.0)
Hearing-loss therapy	86.6 (7.8)	83.4 (8.4)	87.3 (5.1)	88.1 (8.8)	80.5 (6.1)	86.6 (7.2)	83.3 (7.4)	84.5 (8.0)	85.3 (6.2)
Psychotherapy/counseling	93.7 (4.9)	77.9 (8.1)	86.4 (4.7)	86.2 (8.0)	85.5 (4.7)	90.7 (5.6)	87.5 (6.0)	91.1 (5.6)	82.4 (5.8)
Medical services	63.4 (9.5)	68.9 (10.1)	66.7 (6.9)	77.6 (9.8)	56.1 (7.2)	75.7 (8.6)	60.5 (9.0)	71.2 (9.5)	67.0 (7.8)
Adaptive physical education	82.3 (7.3)	80.6 (7.6)	94.1 (3.2)	80.5 (9.1)	86.3 (4.5)	89.4 (5.9)	87.0 (6.0)	83.4 (7.1)	87.7 (5.0)
Social work services	84.7 (7.2)	77.4 (8.4)	70.7 (6.6)	77.9 (9.9)	76.1 (6.0)	76.0 (8.2)	86.9 (6.0)	79.9 (8.2)	65.1 (7.8)
Special transportation	96.3 (3.8)	93.7 (4.8)	92.4 (3.6)	94.7 (5.4)	95.3 (2.8)	93.5 (4.7)	96.0 (3.5)	89.5 (5.8)	95.7 (3.1)
Human aides or tutors	98.2 (2.5)	95.9 (3.7)	94.6 (3.2)	96.5 (4.3)	95.5 (2.7)	98.3 (2.5)	94.2 (4.1)	98.8 (2.2)	95.2 (3.3)
Physical aids	52.8 (10.9)	46.2 (11.4)	66.6 (7.2)	51.8 (13.1)	57.3 (7.6)	61.5 (9.7)	44.8 (9.7)	59.0 (11.1)	62.6 (8.2)
None of these	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
Number of respondents	37	38	90	27	106	39	51	44	79
Percentage in schools serving non-disabled students that had:**									
Regular education classrooms	93.9 (4.7)	93.2 (5.0)	96.4 (2.6)	100 (0.0)	93.1 (3.4)	96.1 (3.8)	99.2 (1.6)	87.0 (6.7)	96.4 (2.9)
Part-time resource rooms	81.5 (7.6)	87.4 (6.6)	90.8 (4.1)	93.4 (6.3)	86.0 (4.6)	86.2 (6.7)	84.7 (6.4)	91.4 (5.5)	86.2 (5.4)
Pull-out/itinerant services	91.9 (5.3)	81.4 (7.7)	84.9 (5.1)	86.7 (8.6)	86.0 (4.6)	89.3 (6.0)	87.7 (5.9)	91.1 (5.6)	82.8 (6.0)
Self-contained classrooms	74.4 (8.5)	69.5 (9.1)	77.3 (5.9)	79.3 (10.3)	64.7 (6.4)	93.7 (4.7)	85.4 (6.3)	76.9 (8.3)	61.4 (7.7)
All of these	63.9 (9.4)	56.6 (9.8)	61.0 (6.9)	72.6 (11.3)	52.5 (6.7)	76.9 (8.2)	71.7 (8.0)	65.5 (9.4)	48.9 (7.9)
Number of respondents	50	51	105	31	141	51	64	57	100

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* See Appendix for percentage of youth in schools that reported having students in need of these services.

** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19A: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Services/Programs	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools with vocational classes designed specifically for students with disabilities	52.4	59.6	54.7	32.0	56.1	47.3	53.2	46.6	60.6	49.1	67.0	56.2	56.8	58.1	53.0
	(4.4)	(5.4)	(10.2)	(9.5)	(5.8)	(6.7)	(7.7)	(7.0)	(7.9)	(5.1)	(10.5)	(13.6)	(11.9)	(9.6)	(5.9)
Number of respondents	295	169	72	45	172	123	87	114	94	210	50	32	38	67	155
Percentage in schools that helped students with disabilities in regular vocational classes by:*															
Making physical adaptations	38.6	36.3	31.2	47.1	39.3	37.7	45.2	31.5	44.6	38.4	45.3	33.6	62.4	46.1	33.3
	(4.9)	(6.3)	(9.9)	(10.5)	(6.5)	(7.7)	(8.6)	(7.3)	(10.1)	(5.8)	(13.5)	(13.2)	(15.2)	(12.1)	(6.3)
Increasing teacher contact	72.2	65.7	82.8	72.6	74.0	69.4	68.0	76.3	69.2	75.0	61.7	64.6	79.9	69.8	69.8
	(4.6)	(6.3)	(8.0)	(9.4)	(5.8)	(7.3)	(8.1)	(6.7)	(9.4)	(5.2)	(13.2)	(13.3)	(12.6)	(11.1)	(6.1)
Providing human aides	51.8	47.2	59.3	51.9	53.6	49.0	50.7	46.5	63.2	51.3	50.3	55.5	59.9	56.5	48.1
	(5.1)	(6.6)	(10.5)	(10.5)	(6.6)	(7.9)	(8.6)	(7.8)	(9.8)	(6.0)	(13.6)	(13.9)	(15.4)	(12.0)	(6.7)
Simplifying instruction	50.0	42.0	70.8	45.5	52.1	46.7	50.4	50.9	47.6	47.6	57.8	54.5	47.5	50.1	45.4
	(5.1)	(6.5)	(9.7)	(10.5)	(6.6)	(7.9)	(8.6)	(7.8)	(10.2)	(6.0)	(13.4)	(13.9)	(15.7)	(12.1)	(6.6)
Other accommodations	7.1	6.7	12.9	3.2	5.5	9.6	8.7	4.0	11.1	6.8	10.2	4.9	5.9	5.7	8.0
	(2.6)	(3.3)	(7.1)	(3.7)	(3.0)	(4.7)	(4.9)	(3.1)	(6.4)	(3.0)	(8.2)	(6.0)	(7.4)	(5.6)	(3.6)
Number of respondents	226	117	66	42	133	93	71	94	61	160	33	30	22	46	127
Average percentage of vocational course time spent in:															
Classroom instruction	57.8	53.7	56.0	66.4	59.1	56.2	59.3	62.1	49.9	59.8	51.1	53.1	52.7	60.5	58.1
	(2.8)	(3.8)	(5.9)	(5.8)	(3.6)	(4.5)	(5.2)	(4.6)	(4.6)	(3.4)	(6.7)	(6.3)	(7.6)	(5.7)	(4.0)
Work experience at school	15.7	19.1	18.4	6.8	15.1	16.7	18.5	11.7	19.3	16.1	16.9	10.9	16.0	19.1	15.4
	(1.8)	(2.5)	(4.4)	(2.4)	(2.2)	(3.1)	(3.9)	(2.2)	(3.5)	(2.2)	(4.6)	(4.6)	(4.5)	(4.5)	(2.5)
Community-based experience	16.1	17.4	19.1	12.1	17.4	14.3	11.4	15.7	21.0	13.6	27.0	18.9	19.0	13.0	14.8
	(1.8)	(2.2)	(4.2)	(3.9)	(2.4)	(2.6)	(2.7)	(2.8)	(3.3)	(1.9)	(5.1)	(5.4)	(4.0)	(3.2)	(2.3)
Number of respondents	247	134	64	38	143	103	70	95	82	173	44	27	32	59	128

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* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19B: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Services/Programs	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with vocational classes designed specifically for students with disabilities	53.3	37.6	63.7	65.3	49.2	56.7	48.1	59.8	56.4
	(9.4)	(9.0)	(6.2)	(10.3)	(6.2)	(9.3)	(8.6)	(8.8)	(7.0)
Number of respondents	56	58	126	42	166	54	70	69	120
Percentage in schools that helped students with disabilities in regular vocational classes by:*									
Making physical adaptations	41.6	22.8	50.0	24.8	43.3	36.3	42.5	38.1	37.6
	(11.1)	(9.3)	(7.4)	(12.3)	(6.9)	(10.7)	(10.2)	(10.2)	(7.9)
Increasing teacher contact	79.7	62.4	70.5	82.6	70.6	66.1	73.6	80.3	66.0
	(9.1)	(10.8)	(6.7)	(10.8)	(6.4)	(10.5)	(9.1)	(8.4)	(7.8)
Providing human aides	51.8	54.3	52.1	37.4	56.1	44.3	50.8	46.4	56.6
	(11.3)	(11.1)	(7.4)	(13.8)	(7.0)	(11.0)	(10.4)	(10.5)	(8.1)
Simplifying instruction	40.0	41.0	57.2	41.2	52.7	40.3	34.3	43.5	60.0
	(11.1)	(10.9)	(7.3)	(14.0)	(7.0)	(10.9)	(9.8)	(10.5)	(8.0)
Other accommodations	3.3	6.6	12.0	2.2	9.5	8.5	5.8	8.8	7.6
	(4.0)	(5.5)	(4.8)	(4.2)	(4.1)	(6.2)	(4.8)	(6.0)	(4.3)
Number of respondents	40	41	98	24	133	39	51	50	92
Average percentage of vocational course time spent in:									
Classroom instruction	63.1	61.6	50.8	50.3	59.4	58.0	63.5	53.4	55.3
	(6.6)	(5.7)	(3.7)	(7.2)	(4.0)	(5.7)	(5.7)	(5.3)	(4.7)
Work experience at school	14.8	8.7	22.3	21.3	15.1	15.5	11.9	19.8	18.2
	(4.2)	(1.9)	(3.1)	(5.1)	(2.6)	(3.5)	(2.9)	(4.0)	(3.3)
Community-based experience	13.2	9.9	20.1	21.6	14.7	13.9	13.4	15.4	16.7
	(3.4)	(2.7)	(2.7)	(4.2)	(2.5)	(3.3)	(3.1)	(3.0)	(2.9)
Number of respondents	48	50	105	36	139	49	58	62	99

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* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20A: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools that provided vocational assessment/ career counseling to secondary special education students	89.2	86.1	95.5	91.4	89.7	88.5	75.2	92.8	98.1	85.9	99.3	100	87.1	85.7	88.9
	(2.7)	(3.8)	(4.2)	(5.8)	(3.5)	(4.3)	(6.6)	(3.6)	(2.3)	(3.6)	(1.8)	(0.0)	(8.4)	(6.7)	(3.7)
Number of respondents	296	170	72	45	173	123	88	115	93	211	50	32	40	67	155
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:															
Routinely to all students	68.9	54.9	84.9	88.5	71.3	65.5	64.8	76.8	60.3	67.0	58.3	96.7	50.3	61.6	70.9
	(4.3)	(5.8)	(7.7)	(6.8)	(5.6)	(6.8)	(8.2)	(6.2)	(8.1)	(5.2)	(11.1)	(4.9)	(12.7)	(10.2)	(5.7)
Routinely only to special education students	21.4	35.4	3.5	4.7	18.6	25.3	21.2	17.2	27.8	22.3	30.6	2.0	38.0	24.9	20.5
	(3.8)	(5.6)	(3.9)	(4.5)	(4.8)	(6.2)	(7.1)	(5.5)	(7.4)	(4.6)	(10.4)	(3.8)	(12.3)	(9.0)	(5.1)
Routinely only to those with some disabilities	3.9	4.0	5.9	2.2	2.1	6.3	7.1	1.8	4.4	4.2	5.0	0.0	7.4	4.9	3.4
	(1.8)	(2.3)	(5.1)	(3.1)	(1.8)	(3.5)	(4.4)	(1.9)	(3.4)	(2.2)	(4.9)	(0.0)	(6.6)	(4.5)	(2.3)
Occasionally to special education students	5.9	5.7	5.7	4.6	8.0	2.9	6.9	4.2	7.5	6.5	6.0	1.3	4.3	8.6	5.2
	(2.2)	(2.7)	(5.0)	(4.5)	(3.3)	(2.4)	(4.4)	(2.9)	(4.4)	(2.7)	(5.4)	(3.1)	(5.1)	(5.9)	(2.8)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	268	153	67	40	158	110	70	107	91	184	49	32	36	59	140
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*															
Grades 7 or 8	9.6	12.4	11.4	0.0	12.5	5.7	21.0	2.8	8.5	10.3	8.5	6.8	18.9	9.9	7.7
	(3.6)	(4.9)	(9.0)	(0.0)	(5.2)	(4.4)	(9.4)	(3.4)	(5.6)	(4.4)	(7.6)	(10.0)	(11.5)	(7.6)	(4.7)
Grades 9 or 10	74.4	73.3	88.6	70.9	76.4	71.2	72.0	77.8	71.3	73.7	73.9	80.3	79.6	66.9	77.2
	(4.5)	(5.9)	(7.3)	(11.1)	(5.7)	(7.4)	(9.1)	(6.8)	(8.1)	(5.5)	(10.7)	(12.3)	(10.9)	(10.3)	(6.2)
Grades 11 or 12	80.8	79.2	82.3	89.4	82.5	78.6	74.1	84.1	81.0	78.4	85.6	89.5	72.2	78.2	80.6
	(3.8)	(5.0)	(8.5)	(7.0)	(4.9)	(6.0)	(8.3)	(5.4)	(6.8)	(4.8)	(7.9)	(8.6)	(12.0)	(8.8)	(5.3)
Ungraded classes	59.9	58.4	52.2	66.3	62.6	56.2	40.2	61.8	71.6	55.9	64.3	78.9	42.4	71.8	56.3
	(6.0)	(7.6)	(14.4)	(14.6)	(7.8)	(9.6)	(11.9)	(9.8)	(9.2)	(7.4)	(13.3)	(16.2)	(14.8)	(11.7)	(9.0)
Number of respondents	149	86	36	20	90	59	35	54	60	100	32	15	28	36	66

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20B: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided vocational assessment/ career counseling to secondary special education students	83.3	89.5	91.2	81.2	91.9	85.3	79.2	96.7	89.4
	(6.8)	(5.6)	(3.7)	(8.5)	(3.4)	(6.5)	(6.8)	(3.2)	(4.4)
Number of respondents	58	59	125	42	164	58	72	69	120
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:									
Routinely to all students	65.3	77.5	64.7	47.4	70.1	68.7	68.0	65.9	66.5
	(9.7)	(8.2)	(6.6)	(12.1)	(6.0)	(9.1)	(8.9)	(8.6)	(7.2)
Routinely only to special education students	24.0	18.9	21.8	36.7	17.2	29.1	25.0	26.5	20.1
	(8.7)	(7.7)	(5.7)	(11.6)	(4.9)	(8.9)	(8.2)	(8.0)	(6.1)
Routinely only to those with some disabilities	4.6	0.5	6.1	5.2	5.8	0.0	2.2	5.9	4.9
	(4.2)	(1.4)	(3.3)	(5.3)	(3.1)	(0.0)	(2.8)	(4.3)	(3.3)
Occasionally to special education students	6.1	3.2	7.3	10.7	6.9	2.2	4.8	1.6	8.6
	(4.9)	(3.4)	(3.6)	(7.5)	(3.3)	(2.9)	(4.1)	(2.3)	(4.3)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	49	52	116	34	152	51	59	67	108
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*									
Grades 7 or 8	11.0	4.7	14.5	9.3	10.2	9.8	11.3	8.2	11.1
	(8.0)	(5.6)	(6.2)	(8.7)	(5.0)	(7.7)	(7.5)	(6.8)	(6.2)
Grades 9 or 10	76.1	83.8	64.1	65.6	72.9	81.2	78.4	73.3	74.4
	(9.3)	(8.2)	(7.3)	(12.7)	(6.4)	(8.6)	(8.8)	(9.3)	(7.3)
Grades 11 or 12	70.7	93.7	72.6	77.0	77.7	80.4	81.1	82.3	75.0
	(9.6)	(4.8)	(6.5)	(10.2)	(5.7)	(8.3)	(7.7)	(7.5)	(6.8)
Ungraded classes	54.6	55.8	65.6	64.4	56.4	55.1	60.2	60.5	55.5
	(13.0)	(13.3)	(8.6)	(14.8)	(8.4)	(13.1)	(12.2)	(12.3)	(10.0)
Number of respondents	28	28	65	21	87	28	33	35	82

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20A: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Of students in schools providing vocational assessment/counseling, percentage in schools that:															
Used formal assessment of student interests/skills	71.0	74.1	90.0	48.7	71.6	70.1	73.3	74.6	63.6	72.1	77.8	52.6	80.1	61.3	74.6
	(4.2)	(5.0)	(6.3)	(10.9)	(5.5)	(6.5)	(7.6)	(6.2)	(8.0)	(4.9)	(9.3)	(13.6)	(10.5)	(9.9)	(5.4)
Gave students information about alternative careers	88.7	87.7	99.3	83.9	90.7	86.0	92.5	89.4	84.6	88.6	89.4	88.4	89.9	92.6	89.5
	(2.9)	(3.8)	(1.8)	(8.0)	(3.5)	(4.9)	(4.5)	(4.4)	(6.0)	(3.5)	(6.9)	(8.7)	(7.9)	(5.3)	(3.8)
Recommended specific careers	61.8	66.7	90.4	27.8	57.7	67.4	67.7	63.9	53.8	61.1	64.8	60.5	63.2	52.1	65.3
	(4.5)	(5.4)	(6.2)	(9.8)	(6.0)	(6.6)	(8.0)	(6.9)	(8.2)	(5.3)	(10.7)	(13.3)	(12.7)	(10.1)	(5.9)
Recommended specific training/education	77.1	76.4	86.2	69.6	78.0	75.8	74.5	76.3	80.3	74.9	85.5	78.7	63.6	76.5	83.0
	(3.9)	(4.9)	(7.3)	(10.0)	(5.0)	(6.0)	(7.5)	(6.1)	(6.6)	(4.7)	(7.9)	(11.1)	(12.7)	(8.6)	(4.7)
Informed students about colleges/training programs for students with disabilities	78.3	78.9	84.8	73.2	77.8	78.9	77.4	81.9	73.4	77.5	78.0	83.0	76.9	73.0	82.5
	(3.8)	(4.7)	(7.6)	(9.6)	(5.0)	(5.7)	(7.2)	(5.5)	(7.3)	(4.6)	(9.3)	(10.2)	(11.1)	(9.0)	(4.7)
Number of respondents	268	153	67	40	158	110	70	107	91	184	49	32	36	59	140

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20B: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing vocational assessment/counseling, percentage in schools that:									
Used formal assessment of student interests/skills	68.1	66.7	78.8	74.4	70.9	75.5	69.0	69.5	77.6
	(9.2)	(9.2)	(5.5)	(10.6)	(5.8)	(8.4)	(8.6)	(8.4)	(6.3)
Gave students information about alternative careers	83.5	97.2	93.6	76.5	91.8	90.1	91.0	95.3	85.0
	(7.3)	(3.2)	(3.3)	(10.3)	(3.5)	(5.8)	(5.3)	(3.9)	(5.4)
Recommended specific careers	53.4	70.0	65.6	57.4	58.9	69.9	53.8	74.9	59.1
	(9.8)	(9.0)	(6.4)	(12.0)	(6.3)	(8.9)	(9.3)	(7.9)	(7.5)
Recommended specific training/education	72.5	81.4	84.9	79.7	79.3	70.4	73.9	81.6	80.6
	(8.8)	(7.6)	(4.8)	(9.7)	(5.2)	(8.9)	(8.2)	(7.1)	(6.0)
Informed students about colleges/training programs for students with disabilities	76.2	83.1	77.4	81.0	74.4	85.3	78.6	82.3	76.8
	(8.4)	(7.3)	(5.6)	(9.5)	(5.6)	(6.9)	(7.6)	(7.0)	(6.4)
Number of respondents	49	52	116	34	152	51	59	67	108

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21A: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools that provided work adjustment training to secondary special ed. students	82.3	84.3	79.2	78.7	82.4	82.1	75.2	80.1	93.0	80.5	83.4	94.1	69.9	86.5	83.6
	(3.3)	(4.0)	(8.3)	(8.4)	(4.4)	(5.1)	(6.7)	(5.5)	(4.2)	(4.1)	(8.3)	(6.4)	(11.5)	(6.5)	(4.4)
Number of respondents	295	169	72	45	173	122	87	115	93	210	50	32	40	67	154
Of students in schools providing work adjustment training, percentage in schools that provided it:															
Routinely to all students	53.6	47.2	71.1	59.3	54.0	53.1	65.7	54.8	42.2	53.1	60.6	49.1	30.8	42.2	62.7
	(4.7)	(5.9)	(9.5)	(11.3)	(6.1)	(7.4)	(8.3)	(7.4)	(8.3)	(5.5)	(11.6)	(14.0)	(12.2)	(10.3)	(6.1)
Routinely only to special education students	34.2	36.8	18.8	36.3	34.6	33.5	23.3	33.3	44.2	33.4	31.7	42.4	49.4	44.4	25.5
	(4.5)	(5.7)	(8.2)	(11.1)	(5.8)	(7.0)	(7.4)	(7.0)	(8.4)	(5.2)	(11.1)	(13.9)	(13.2)	(10.3)	(5.5)
Routinely only to those with some disabilities	7.4	7.4	9.1	4.4	6.2	9.0	5.1	7.8	8.7	7.6	5.1	7.3	9.5	8.2	7.1
	(2.5)	(3.1)	(6.0)	(4.7)	(2.9)	(4.3)	(3.8)	(4.0)	(4.7)	(3.0)	(5.3)	(7.3)	(7.7)	(5.7)	(3.2)
Occasionally to special education students	4.9	8.7	1.0	0.0	5.3	4.3	5.8	4.2	5.0	5.9	2.5	1.2	10.3	5.2	4.7
	(2.0)	(3.3)	(2.0)	(0.0)	(2.7)	(3.0)	(4.1)	(3.0)	(3.7)	(2.6)	(3.7)	(3.0)	(8.0)	(4.6)	(2.7)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	257	148	64	36	154	103	68	100	89	179	44	31	33	60	135
Of students in schools providing work adjustment training, percentage in schools with training in:*															
Grades 7 or 8	19.8	16.9	8.6	33.8	20.2	19.3	24.4	16.7	20.1	23.1	7.3	16.4	21.4	22.3	15.7
	(4.8)	(5.6)	(8.1)	(13.9)	(6.3)	(7.4)	(9.9)	(7.5)	(7.9)	(6.0)	(7.1)	(14.7)	(11.8)	(10.3)	(6.5)
Grades 9 or 10	63.2	62.6	69.3	65.2	64.8	60.9	64.4	60.7	65.6	63.7	51.3	76.9	53.7	57.5	65.4
	(5.3)	(6.6)	(12.0)	(11.8)	(6.9)	(8.2)	(10.4)	(8.4)	(8.8)	(6.3)	(12.5)	(13.8)	(13.9)	(11.5)	(7.4)
Grades 11 or 12	72.4	70.1	79.2	76.8	70.7	74.5	71.6	72.7	72.4	71.1	68.1	87.7	56.9	65.9	75.8
	(4.3)	(5.7)	(9.0)	(9.4)	(5.9)	(6.4)	(8.4)	(6.8)	(7.6)	(5.3)	(10.4)	(9.8)	(13.0)	(10.0)	(5.7)
Ungraded classes	60.3	48.4	74.4	72.9	63.7	55.7	45.2	64.9	65.4	60.6	51.5	71.4	39.3	75.0	56.1
	(6.1)	(7.7)	(12.8)	(13.7)	(7.8)	(9.6)	(12.3)	(9.7)	(9.7)	(7.3)	(13.8)	(18.0)	(14.6)	(11.3)	(9.1)
Number of respondents	147	85	35	20	88	59	34	53	60	98	32	15	28	36	64

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21B: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided work adjustment training to secondary special ed. students	70.5 (8.3)	81.2 (7.2)	93.9 (3.1)	87.7 (7.2)	81.3 (4.8)	80.2 (7.3)	82.7 (6.4)	79.2 (7.3)	85.2 (5.1)
Number of respondents	57	59	125	42	163	58	72	69	119
Of students in schools providing work adjustment training, percentage in schools that provided it:									
Routinely to all students	57.2 (10.8)	49.9 (9.9)	59.2 (6.8)	41.4 (11.4)	58.3 (6.6)	53.9 (10.0)	49.3 (9.3)	59.7 (9.8)	55.2 (7.2)
Routinely only to special education students	30.1 (10.0)	44.2 (9.8)	28.5 (6.2)	41.2 (11.4)	33.5 (6.3)	26.2 (8.9)	32.9 (8.7)	30.9 (9.3)	35.5 (6.9)
Routinely only to those with some disabilities	7.8 (5.9)	3.2 (3.5)	9.8 (4.1)	4.8 (4.9)	6.6 (3.3)	11.6 (6.4)	7.5 (4.9)	6.8 (5.0)	7.3 (3.8)
Occasionally to special education students	4.9 (4.7)	2.6 (3.2)	2.6 (2.2)	12.6 (7.7)	1.7 (1.7)	8.4 (5.6)	10.3 (5.6)	2.6 (3.2)	2.0 (2.0)
Rarely or never to special education students	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
Number of respondents	42	51	116	37	142	49	62	57	109
Of students in schools providing work adjustment training, percentage in schools with training in:*									
Grades 7 or 8	23.2 (10.3)	20.5 (10.4)	11.9 (5.7)	21.4 (11.8)	20.8 (6.8)	11.9 (8.1)	30.2 (10.2)	6.2 (6.1)	14.6 (7.0)
Grades 9 or 10	51.4 (10.9)	73.5 (10.4)	60.5 (8.0)	58.4 (13.4)	62.4 (7.5)	63.1 (10.6)	64.4 (10.0)	54.7 (11.2)	65.1 (8.6)
Grades 11 or 12	57.0 (10.2)	88.8 (6.6)	67.9 (6.7)	66.8 (11.1)	74.7 (6.0)	63.4 (10.0)	68.0 (9.1)	66.8 (9.3)	75.5 (6.8)
Ungraded classes	44.4 (13.0)	46.4 (13.6)	82.2 (6.9)	55.5 (15.3)	66.0 (8.2)	43.1 (13.0)	54.7 (12.6)	51.1 (12.6)	68.5 (9.4)
Number of respondents	28	27	64	21	85	28	32	35	61

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21A: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Of students in schools providing work adjustment training, percentage in schools with training in:															
Production skills	63.9	58.8	79.0	62.2	59.2	70.4	61.1	65.6	63.9	61.7	76.5	62.0	76.5	63.9	59.5
	(4.5)	(5.7)	(8.7)	(11.1)	(6.0)	(6.6)	(8.4)	(7.0)	(8.0)	(5.4)	(10.0)	(13.4)	(11.7)	(9.6)	(6.2)
Relationships with coworkers/ supervisors	94.0	94.1	98.4	92.0	94.7	92.9	95.8	95.1	90.9	93.7	100	87.9	91.6	90.7	95.3
	(2.2)	(2.7)	(2.7)	(6.2)	(2.7)	(3.7)	(3.5)	(3.2)	(4.8)	(2.7)	(0.0)	(9.0)	(7.6)	(5.8)	(2.7)
Attendance/punctuality	98.5	98.4	100	100	99.0	97.9	100	98.0	98.1	98.0	100	100	100	97.3	98.4
	(1.1)	(1.5)	(0.0)	(0.0)	(1.2)	(2.1)	(0.0)	(2.1)	(2.3)	(1.5)	(0.0)	(0.0)	(0.0)	(3.2)	(1.6)
Appropriate dress/grooming	89.2	95.9	95.7	70.2	89.4	89.0	88.6	91.0	87.3	87.7	93.6	93.6	94.2	80.0	91.4
	(2.9)	(2.3)	(4.4)	(10.5)	(3.8)	(4.5)	(5.4)	(4.2)	(5.6)	(3.6)	(5.8)	(6.8)	(6.4)	(8.0)	(3.5)
Job-related practices (e.g., using sick leave)	74.5	70.5	86.7	75.6	72.7	77.0	70.3	80.1	70.5	69.7	86.8	90.1	76.7	62.2	74.9
	(4.1)	(5.3)	(7.3)	(9.9)	(5.5)	(6.1)	(7.8)	(5.9)	(7.6)	(5.1)	(8.0)	(8.3)	(11.6)	(9.7)	(5.5)
Work skills (e.g., counting change, completing forms)	81.7	81.5	91.5	74.2	81.9	81.4	81.6	85.8	76.0	80.6	91.1	76.2	73.7	73.1	85.3
	(3.6)	(4.5)	(6.0)	(10.0)	(4.7)	(5.6)	(6.6)	(5.2)	(7.2)	(4.4)	(6.7)	(11.8)	(12.1)	(8.9)	(4.5)
Use of transportation	70.8	73.8	73.0	65.0	70.3	71.6	66.1	67.2	79.8	66.9	81.9	82.7	68.7	63.1	71.5
	(4.2)	(5.1)	(9.5)	(10.9)	(5.6)	(6.5)	(8.1)	(7.0)	(6.7)	(5.2)	(9.1)	(10.5)	(12.8)	(9.6)	(5.7)
Number of respondents	259	149	65	36	155	104	70	100	89	181	44	31	33	61	136

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21B: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing work adjustment training, percentage in schools with training in:									
Production skills	66.4	52.5	66.4	59.2	68.4	54.6	57.5	65.1	66.4
	(10.1)	(9.9)	(6.3)	(11.4)	(6.1)	(9.9)	(9.0)	(9.3)	(7.1)
Relationships with coworkers/supervisors	97.7	92.5	93.3	94.3	92.8	98.1	92.2	95.9	93.5
	(3.2)	(5.2)	(3.3)	(5.4)	(3.4)	(2.7)	(4.9)	(3.8)	(3.7)
Attendance/punctuality	96.8	100	98.1	95.2	98.8	100	100	100	95.8
	(3.7)	(0.0)	(1.8)	(5.0)	(1.4)	(0.0)	(0.0)	(0.0)	(3.0)
Appropriate dress/grooming	79.9	99.4	87.1	96.5	84.8	92.0	82.6	89.1	94.0
	(8.5)	(1.5)	(4.5)	(4.3)	(4.7)	(5.4)	(6.9)	(6.1)	(3.6)
Job-related practices (e.g., using sick leave)	66.4	78.1	73.9	74.6	71.4	74.2	61.6	74.8	80.0
	(10.1)	(8.2)	(5.9)	(10.1)	(6.0)	(8.7)	(8.8)	(8.4)	(6.0)
Work skills (e.g., counting change, completing forms)	89.6	81.8	77.6	93.0	78.2	82.6	76.7	90.4	79.3
	(6.5)	(7.6)	(5.6)	(5.9)	(5.5)	(7.5)	(7.7)	(5.7)	(6.1)
Use of transportation	76.7	70.0	63.8	79.7	70.1	66.2	62.6	76.1	71.1
	(9.0)	(9.1)	(6.4)	(9.4)	(6.1)	(9.4)	(8.8)	(8.3)	(6.9)
Number of respondents	42	51	118	37	144	49	62	59	109

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22A: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools that provided work exploration/experience to secondary special ed. students	76.4	82.9	77.8	62.2	78.9	73.0	63.1	77.6	88.5	74.4	81.5	86.2	74.7	83.1	76.3
	(3.7)	(4.1)	(8.5)	(10.0)	(4.7)	(5.9)	(7.4)	(5.8)	(5.2)	(4.5)	(8.6)	(9.4)	(10.9)	(7.1)	(5.0)
Number of respondents	296	170	72	45	173	123	88	115	93	211	50	32	40	67	155
Of students in schools providing work exploration/experience, percentage in schools that provided it:															
Routinely to all students	51.9	43.3	62.0	72.2	50.9	53.5	51.5	58.1	43.7	54.4	43.8	45.5	48.4	46.5	52.4
	(5.0)	(5.9)	(12.1)	(11.6)	(6.5)	(7.8)	(9.3)	(7.8)	(8.7)	(5.9)	(12.4)	(14.5)	(13.3)	(10.3)	(6.9)
Routinely only to special education students	28.9	39.0	22.7	1.6	28.7	29.1	23.9	24.6	38.6	25.0	48.4	28.6	37.8	27.5	28.9
	(4.5)	(5.8)	(10.4)	(3.3)	(5.9)	(7.1)	(7.9)	(6.8)	(8.6)	(5.1)	(12.5)	(13.2)	(12.9)	(9.2)	(6.3)
Routinely only to those with some disabilities	8.9	9.5	7.9	9.1	6.2	12.9	10.0	10.0	6.5	9.8	5.2	8.0	3.2	8.7	11.1
	(2.9)	(3.5)	(6.7)	(7.4)	(3.1)	(5.2)	(5.6)	(4.8)	(4.3)	(3.5)	(5.6)	(7.9)	(4.7)	(5.8)	(4.3)
Occasionally to special education students	10.3	8.2	7.4	17.0	14.3	4.4	14.6	7.4	11.2	10.7	2.6	17.9	10.7	17.3	7.6
	(3.0)	(3.3)	(6.5)	(9.7)	(4.6)	(3.2)	(6.6)	(4.1)	(5.5)	(3.7)	(4.0)	(11.2)	(8.2)	(7.8)	(3.7)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	230	145	50	28	139	91	60	91	79	161	40	28	33	56	118
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:*															
Grades 7 or 8	3.9	4.0	1.2	3.3	4.2	3.4	9.9	1.9	1.8	4.5	3.6	0.0	1.1	7.8	4.1
	(2.4)	(3.0)	(3.2)	(5.5)	(3.2)	(3.5)	(7.2)	(2.8)	(2.7)	(3.0)	(5.1)	(0.0)	(3.0)	(6.9)	(3.6)
Grades 9 or 10	37.4	37.9	45.5	33.3	40.1	33.7	37.0	40.5	34.2	36.6	49.5	22.8	34.1	47.9	35.8
	(5.7)	(7.1)	(13.8)	(14.5)	(7.6)	(8.8)	(10.6)	(9.8)	(9.4)	(6.8)	(13.4)	(16.7)	(13.5)	(12.5)	(8.4)
Grades 11 or 12	72.7	81.6	77.7	52.3	73.0	72.3	62.7	79.8	68.5	72.2	72.5	77.6	63.9	67.6	79.7
	(4.5)	(4.8)	(9.8)	(12.6)	(5.9)	(7.0)	(10.1)	(6.1)	(8.1)	(5.5)	(10.5)	(11.9)	(12.8)	(10.3)	(5.7)
Ungraded classes	49.8	47.8	55.2	46.4	51.1	48.0	41.9	52.3	52.4	48.3	59.2	46.5	30.3	67.8	49.4
	(6.2)	(7.7)	(14.6)	(15.4)	(8.1)	(9.6)	(12.2)	(10.1)	(10.2)	(7.4)	(13.6)	(19.8)	(13.7)	(12.1)	(9.1)
Number of respondents	148	86	35	20	89	59	34	54	60	99	32	15	28	36	65

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22B: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided work exploration/experience to secondary special ed. students	74.9	79.0	77.1	82.8	71.4	84.0	78.4	78.3	76.2
	(7.9)	(7.5)	(5.5)	(8.2)	(5.6)	(6.7)	(6.9)	(7.4)	(6.1)
Number of respondents	58	59	125	42	164	58	72	69	120
Of students in schools providing work exploration/experience, percentage in schools that provided it:									
Routinely to all students	55.7	48.4	49.5	28.1	55.4	57.4	55.9	45.6	49.9
	(10.6)	(10.4)	(7.4)	(10.8)	(7.3)	(9.9)	(9.3)	(10.1)	(8.3)
Routinely only to special education students	26.0	33.7	28.1	47.7	27.0	22.5	24.7	37.6	31.2
	(9.4)	(9.8)	(6.7)	(12.0)	(6.5)	(8.3)	(8.1)	(9.8)	(7.6)
Routinely only to those with some disabilities	9.6	4.7	13.7	11.5	7.7	9.7	8.7	9.6	8.9
	(6.3)	(4.4)	(5.1)	(7.6)	(3.9)	(5.9)	(5.3)	(6.0)	(4.7)
Occasionally to special education students	8.6	13.1	8.7	12.8	9.9	10.3	10.7	7.2	10.0
	(6.0)	(7.0)	(4.2)	(8.0)	(4.4)	(6.1)	(5.8)	(5.2)	(5.0)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	45	46	98	34	122	49	58	55	93
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:*									
Grades 7 or 8	3.8	8.7	3.3	12.8	1.9	2.0	4.1	0.0	7.9
	(5.0)	(7.4)	(3.2)	(10.1)	(2.3)	(3.6)	(4.8)	(0.0)	(5.4)
Grades 9 or 10	40.0	40.7	28.0	45.5	33.2	37.8	46.0	40.2	30.4
	(12.6)	(12.5)	(7.8)	(13.8)	(7.8)	(12.3)	(11.9)	(11.7)	(8.9)
Grades 11 or 12	64.6	92.0	64.6	71.1	68.4	81.3	76.5	67.3	76.0
	(10.6)	(5.7)	(7.1)	(11.9)	(6.6)	(8.1)	(8.8)	(9.8)	(6.9)
Ungraded classes	50.6	34.7	63.6	66.2	46.7	38.6	54.0	50.7	50.5
	(13.1)	(12.7)	(8.7)	(14.6)	(8.5)	(12.8)	(12.4)	(12.6)	(10.1)
Number of respondents	28	28	64	21	86	28	33	35	61

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23A: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools that provided job skills training to secondary special education students	69.8	60.6	80.7	80.9	72.6	66.0	59.1	74.9	73.0	68.6	66.5	83.3	52.7	74.3	69.1
	(4.0)	(5.3)	(8.1)	(8.1)	(5.2)	(6.3)	(7.5)	(6.0)	(7.3)	(4.7)	(10.5)	(10.2)	(12.5)	(8.3)	(5.5)
Number of respondents	296	170	72	45	173	123	88	115	93	211	50	32	40	67	155
Of students in schools providing job skills training, percentage in schools that provided it:															
Routinely to all students	73.5	70.8	77.5	80.6	74.0	72.6	70.5	79.3	66.4	71.2	79.5	80.0	60.4	57.7	81.3
	(4.8)	(6.3)	(10.0)	(9.1)	(6.2)	(7.5)	(8.9)	(6.8)	(9.4)	(5.8)	(11.0)	(12.4)	(16.0)	(11.3)	(5.7)
Routinely only to special education students	10.2	11.1	6.6	6.6	10.7	9.5	6.3	8.3	16.6	10.8	8.3	9.1	18.6	18.3	5.9
	(3.3)	(4.4)	(6.0)	(5.7)	(4.4)	(4.9)	(4.7)	(4.6)	(7.4)	(4.0)	(7.5)	(8.9)	(12.7)	(8.9)	(3.5)
Routinely only to those with some disabilities	4.7	6.7	6.9	0.0	3.4	6.5	7.8	3.8	3.4	6.0	1.0	0.0	4.5	14.2	1.9
	(2.3)	(3.5)	(6.1)	(0.0)	(2.6)	(4.1)	(5.2)	(3.2)	(3.6)	(3.0)	(2.8)	(0.0)	(6.8)	(8.0)	(2.0)
Occasionally to special education students	11.7	11.3	9.0	12.8	11.8	11.5	15.5	8.6	13.5	11.9	11.2	10.9	16.4	9.9	10.9
	(3.5)	(4.4)	(6.9)	(7.7)	(4.5)	(5.3)	(7.1)	(4.7)	(6.8)	(4.1)	(8.6)	(9.7)	(12.1)	(6.9)	(4.6)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	205	106	56	36	120	85	54	85	66	142	34	26	22	50	108
Of students in schools providing job skills training, percentage in schools providing it in:*															
Grades 9 or 10	48.8	46.6	52.5	57.3	48.3	49.4	50.4	54.5	40.4	48.1	43.2	63.5	31.3	38.5	55.2
	(5.6)	(6.9)	(14.0)	(13.1)	(7.4)	(8.6)	(11.5)	(8.8)	(9.3)	(6.8)	(12.4)	(17.5)	(13.4)	(11.9)	(7.9)
Grades 11 or 12	73.7	61.2	88.2	94.3	77.3	68.7	80.1	74.7	67.5	72.0	65.8	95.5	57.0	67.2	75.9
	(4.4)	(6.1)	(7.3)	(5.4)	(5.5)	(6.9)	(7.7)	(6.6)	(8.2)	(5.4)	(10.7)	(6.2)	(13.8)	(10.0)	(5.9)
Ungraded classes	42.7	32.0	49.7	63.0	44.7	40.0	48.3	42.6	38.9	43.1	28.1	62.9	27.1	34.5	45.1
	(6.1)	(7.2)	(14.6)	(14.9)	(8.0)	(9.4)	(12.3)	(10.0)	(9.9)	(7.4)	(12.4)	(19.2)	(13.3)	(12.4)	(9.1)
Number of respondents	148	86	35	20	89	59	34	54	60	99	32	15	28	36	65

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23B: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided job skills training to secondary special education students	67.9	63.5	69.9	61.7	74.1	62.4	67.2	65.4	71.1
	(8.5)	(8.9)	(6.0)	(10.6)	(5.4)	(8.8)	(7.9)	(8.6)	(6.5)
Number of respondents	58	59	125	42	164	58	72	69	120
Of students in schools providing job skills training, percentage in schools that provided it:									
Routinely to all students	73.1	85.4	61.4	66.8	72.9	73.8	73.1	67.8	73.6
	(10.3)	(8.3)	(7.6)	(13.2)	(6.7)	(10.2)	(9.5)	(10.4)	(7.6)
Routinely only to special education students	8.8	9.7	12.0	11.6	12.4	4.5	14.7	7.0	10.0
	(6.6)	(7.0)	(5.0)	(9.0)	(4.9)	(4.8)	(7.6)	(5.7)	(5.2)
Routinely only to those with some disabilities	10.1	0.0	3.4	14.9	4.5	0.0	4.1	6.6	5.8
	(7.0)	(0.0)	(2.8)	(10.0)	(3.1)	(0.0)	(4.3)	(5.6)	(4.0)
Occasionally to special education students	8.0	4.9	23.2	6.8	10.2	21.7	8.1	18.6	10.6
	(6.3)	(5.1)	(6.5)	(7.1)	(4.5)	(9.6)	(5.8)	(8.7)	(5.3)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	38	37	90	26	118	38	48	46	86
Of students in schools providing job skills training, percentage in schools providing it in:*									
Grades 9 or 10	51.8	54.2	31.8	43.9	48.2	47.1	55.7	44.0	38.3
	(11.2)	(12.3)	(7.9)	(13.8)	(8.1)	(11.1)	(10.6)	(11.7)	(9.1)
Grades 11 or 12	64.7	78.0	69.1	57.0	77.8	70.0	67.6	71.1	72.4
	(10.2)	(8.7)	(6.7)	(11.8)	(5.9)	(9.6)	(9.4)	(9.4)	(7.1)
Ungraded classes	34.4	36.4	44.5	36.9	41.7	35.4	43.1	43.2	33.3
	(12.4)	(12.9)	(9.0)	(14.9)	(8.4)	(12.6)	(12.3)	(12.5)	(9.5)
Number of respondents	28	28	64	21	86	28	33	35	61

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24A: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools that provided job development/placement services to secondary special ed. students	74.7	78.3	63.7	75.0	74.0	75.7	60.9	76.3	86.6	71.0	82.1	93.2	72.9	81.2	72.2
	(3.8)	(4.5)	(9.8)	(8.9)	(5.1)	(5.7)	(7.5)	(5.9)	(5.6)	(4.6)	(8.5)	(6.8)	(11.1)	(7.4)	(5.3)
Number of respondents	296	170	72	45	173	123	88	115	93	211	50	32	40	67	155
Of students in schools providing job development/placement services, percentage in schools that provided it:															
Routinely to all students	41.8	48.9	31.8	36.3	41.2	42.6	44.7	47.4	32.2	44.8	31.2	38.3	27.5	33.1	47.0
	(5.1)	(6.3)	(11.2)	(11.6)	(6.6)	(7.9)	(10.0)	(8.0)	(8.3)	(6.2)	(11.4)	(13.8)	(12.0)	(10.5)	(7.1)
Routinely only to special education students	34.3	38.4	49.5	13.1	34.5	33.9	24.8	33.3	42.0	30.2	55.5	30.1	62.1	29.8	31.1
	(4.9)	(6.2)	(12.1)	(8.1)	(6.3)	(7.6)	(8.7)	(7.5)	(8.8)	(5.7)	(12.2)	(13.0)	(13.0)	(10.2)	(6.6)
Routinely only to those with some disabilities	7.6	4.7	9.0	11.0	4.2	12.2	12.0	7.1	5.3	9.3	3.1	4.2	0.0	13.5	7.6
	(2.7)	(2.7)	(6.9)	(7.5)	(2.7)	(5.3)	(6.5)	(4.1)	(4.0)	(3.6)	(4.2)	(5.7)	(0.0)	(7.6)	(3.8)
Occasionally to special education students	15.0	5.9	8.7	39.6	17.8	11.2	16.5	10.1	20.5	14.1	10.3	26.0	10.3	18.4	14.3
	(3.7)	(3.0)	(6.8)	(11.8)	(5.1)	(5.1)	(7.5)	(4.8)	(7.2)	(4.3)	(7.5)	(12.4)	(8.2)	(8.6)	(5.0)
Rarely or never to special education students	1.4	2.2	1.0	0.0	2.4	0.0	2.0	2.0	0.0	1.7	0.0	1.4	0.0	5.1	0.0
	(1.2)	(1.8)	(2.4)	(0.0)	(2.0)	(0.0)	(2.8)	(2.2)	(0.0)	(1.6)	(0.0)	(3.3)	(0.0)	(4.9)	(0.0)
Number of respondents	221	132	49	32	131	90	51	90	80	146	43	30	32	52	110
Of students in schools providing job development/placement services, percentage in schools providing it in:*															
Grade 10	34.9	39.9	29.1	30.2	33.0	37.4	35.5	39.3	29.1	31.2	35.1	57.1	8.6	27.1	43.8
	(5.3)	(6.8)	(12.3)	(12.4)	(7.0)	(8.3)	(10.6)	(8.8)	(8.6)	(6.3)	(12.3)	(16.3)	(8.2)	(10.7)	(8.1)
Grade 11	65.5	68.0	72.2	58.8	63.8	67.8	67.1	75.8	50.1	64.9	57.3	79.6	48.9	54.0	75.8
	(4.7)	(5.7)	(10.4)	(12.0)	(6.3)	(7.1)	(9.2)	(6.5)	(8.7)	(5.7)	(11.7)	(11.5)	(13.2)	(10.6)	(6.0)
Grade 12	82.3	81.9	79.9	91.9	83.9	80.2	77.9	85.1	81.5	80.0	83.5	94.7	73.5	81.7	83.1
	(3.7)	(4.6)	(9.1)	(6.4)	(4.8)	(5.8)	(7.8)	(5.3)	(6.7)	(4.7)	(8.5)	(6.3)	(11.6)	(8.1)	(5.1)
Ungraded classes	54.3	55.8	51.3	53.6	51.5	58.2	35.3	57.9	63.6	48.5	73.4	64.6	56.4	51.9	56.6
	(6.1)	(7.5)	(14.6)	(15.4)	(8.0)	(9.4)	(11.6)	(9.8)	(9.8)	(7.3)	(12.2)	(19.0)	(14.8)	(12.8)	(8.9)
Number of respondents	151	89	35	20	91	60	35	56	60	102	32	15	28	37	67

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24B: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided job development/placement services to secondary special ed. students	75.7 (7.8)	72.7 (8.2)	70.7 (5.9)	82.6 (8.3)	72.6 (5.5)	74.0 (8.0)	82.0 (6.5)	69.7 (8.3)	71.6 (6.5)
Number of respondents	58	59	125	42	164	58	72	69	120
Of students in schools providing job development/placement services, percentage in schools that provided it:									
Routinely to all students	36.9 (10.4)	43.8 (10.6)	44.3 (7.9)	27.3 (11.3)	40.9 (7.2)	50.4 (10.8)	38.0 (9.5)	42.8 (11.0)	40.7 (7.8)
Routinely only to special education students	30.6 (9.9)	35.3 (10.2)	34.8 (7.6)	41.0 (12.4)	31.0 (6.8)	42.1 (10.6)	34.3 (9.3)	37.9 (10.8)	34.9 (7.6)
Routinely only to those with some disabilities	12.6 (7.1)	2.7 (3.4)	7.2 (4.1)	10.0 (7.6)	10.6 (4.5)	0.0 (0.0)	5.1 (4.3)	6.5 (5.5)	12.1 (5.2)
Occasionally to special education students	17.7 (8.2)	18.1 (8.2)	13.7 (5.5)	15.3 (9.1)	17.5 (5.6)	7.5 (5.7)	19.0 (7.7)	12.7 (7.4)	12.2 (5.2)
Rarely or never to special education students	2.2 (3.2)	0.0 (0.0)	0.0 (0.0)	6.5 (6.2)	0.0 (0.0)	0.0 (0.0)	3.6 (3.6)	0.0 (0.0)	0.0 (0.0)
Number of respondents	43	43	90	31	122	43	54	48	92
Of students in schools providing job development/placement services, percentage in schools providing it in:*									
Grade 10	23.3 (10.3)	47.4 (12.1)	27.3 (7.5)	24.5 (11.9)	32.3 (7.4)	37.8 (11.7)	36.3 (10.9)	34.7 (10.8)	29.2 (8.6)
Grade 11	64.2 (10.1)	80.0 (8.3)	54.9 (7.4)	54.5 (12.4)	64.9 (6.6)	73.6 (9.2)	73.3 (8.6)	59.0 (10.1)	65.0 (7.8)
Grade 12	78.7 (8.4)	92.6 (5.4)	73.5 (6.4)	79.1 (9.9)	81.9 (5.3)	81.6 (8.0)	86.1 (6.7)	75.1 (8.6)	82.6 (6.0)
Ungraded classes	60.5 (12.5)	51.3 (13.4)	54.2 (8.9)	62.3 (14.9)	53.0 (8.4)	48.6 (12.9)	60.2 (12.0)	60.2 (12.0)	49.8 (10.1)
Number of respondents	29	28	66	21	88	29	34	37	61

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24A: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Of students in schools providing job development/placement services, percentage in schools that typically:															
Referred students to potential employers	89.4	91.0	100	78.0	89.0	90.0	96.8	86.0	88.7	87.5	96.2	91.8	93.2	91.5	89.5
	(3.1)	(3.5)	(0.0)	(10.2)	(4.2)	(4.7)	(3.5)	(5.5)	(5.6)	(4.1)	(4.6)	(7.7)	(7.0)	(6.1)	(4.3)
Transported students to/from interviews	57.8	54.9	74.4	50.1	53.7	63.2	47.0	60.5	61.8	51.7	84.5	59.4	68.5	67.4	51.7
	(5.0)	(6.2)	(10.8)	(12.4)	(6.7)	(7.5)	(9.9)	(7.7)	(8.6)	(6.1)	(8.7)	(13.8)	(13.0)	(10.2)	(7.0)
Trained in interviewing skills	78.2	78.5	99.0	61.3	79.0	77.1	77.9	80.8	74.9	76.5	77.6	87.8	69.6	72.3	81.8
	(4.2)	(5.1)	(2.5)	(12.0)	(5.5)	(6.6)	(8.3)	(6.2)	(7.7)	(5.2)	(10.1)	(9.2)	(12.8)	(9.8)	(5.4)
Reviewed interview experiences	70.1	67.0	92.2	62.3	71.7	67.9	69.4	73.1	66.5	70.8	67.5	69.6	58.7	70.8	76.7
	(4.6)	(5.8)	(6.6)	(12.0)	(6.0)	(7.3)	(9.2)	(7.0)	(8.3)	(5.6)	(11.3)	(12.9)	(13.8)	(9.9)	(5.9)
Helped prepare resumes	56.6	51.9	84.7	48.7	57.3	55.7	47.2	61.8	56.4	57.4	60.0	47.2	57.7	57.1	57.5
	(5.0)	(6.2)	(8.9)	(12.4)	(6.6)	(7.7)	(9.9)	(7.7)	(8.8)	(6.1)	(11.8)	(14.0)	(13.8)	(10.8)	(6.9)
Worked with employers on job modifications	52.0	54.9	81.4	22.8	54.0	49.2	51.6	48.7	56.6	51.1	69.3	35.5	53.1	57.2	52.0
	(5.1)	(6.2)	(9.6)	(10.4)	(6.7)	(7.8)	(10.0)	(7.9)	(8.7)	(6.1)	(11.1)	(13.5)	(13.9)	(10.8)	(7.0)
Number of respondents	220	132	49	31	130	90	52	88	80	146	42	30	32	51	110
Of students in schools providing job development/placement services, average number of special education students who:															
Received job placement services	23	23	40	15	22	26	22	25	22	20	35	27	17	19	26
	(3.1)	(3.3)	(12.0)	(4.8)	(3.8)	(5.2)	(5.5)	(5.3)	(5.0)	(3.1)	(10.1)	(11.0)	(4.5)	(4.8)	(4.8)
Were placed in jobs	14	10	33	10	13	16	11	16	14	11	24	20	11	11	15
	(2.5)	(1.5)	(12.3)	(2.1)	(3.0)	(4.1)	(2.9)	(4.4)	(4.7)	(1.6)	(9.8)	(10.2)	(3.1)	(3.6)	(3.7)
Number of respondents	208	126	46	29	118	90	51	84	73	136	41	28	31	46	104
Of students in schools providing job development/placement services, average percentage of special ed students receiving job placement services who were placed in a job	61.6	48.8	73.2	82.3	60.0	63.6	57.6	65.0	60.1	59.1	61.3	74.6	68.0	66.1	55.7
	(3.5)	(3.7)	(5.7)	(8.6)	(4.2)	(5.7)	(6.1)	(6.1)	(5.3)	(4.4)	(6.7)	(8.1)	(11.6)	(7.1)	(4.6)
Number of respondents	197	117	45	29	113	84	50	77	70	129	39	28	30	44	98

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24B: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS
WITH OTHER HEALTH IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing job development/placement services, percentage in schools that typically:									
Referred students to potential employers	83.3	92.6	94.7	85.2	88.2	97.9	86.7	95.1	91.3
	(7.9)	(5.6)	(3.4)	(9.0)	(4.7)	(3.0)	(6.6)	(4.7)	(4.7)
Transported students to/from interviews	54.9	52.8	70.7	54.4	64.3	52.1	50.5	62.6	64.5
	(10.6)	(10.6)	(7.0)	(12.6)	(6.9)	(10.6)	(9.7)	(10.4)	(7.9)
Trained in interviewing skills	73.2	85.1	79.4	83.6	78.2	73.8	73.1	84.2	78.3
	(9.4)	(7.6)	(6.2)	(9.4)	(6.0)	(9.3)	(8.6)	(7.9)	(6.8)
Reviewed interview experiences	74.2	70.1	73.0	73.4	77.4	58.0	73.0	71.8	72.9
	(9.3)	(9.8)	(6.8)	(11.2)	(6.1)	(10.5)	(8.6)	(9.7)	(7.3)
Helped prepare resumes	54.4	62.2	61.9	44.7	66.3	52.0	61.7	62.6	48.9
	(10.6)	(10.3)	(7.4)	(12.6)	(6.8)	(10.6)	(9.4)	(10.4)	(8.3)
Worked with employers on job modifications	53.3	36.1	64.2	59.6	57.4	44.2	41.9	61.7	62.7
	(10.6)	(10.2)	(7.3)	(12.5)	(7.2)	(10.5)	(9.6)	(10.5)	(8.0)
Number of respondents	42	44	90	31	120	43	54	48	91
Of students in schools providing job development/placement services, average number of special education students who:									
Received job placement services	23	21	23	33	18	25	22	27	21
	(6.9)	(4.9)	(5.0)	(10.6)	(3.6)	(4.6)	(5.0)	(8.5)	(4.0)
Were placed in jobs	17	10	13	22	10	12	12	19	11
	(6.9)	(2.4)	(2.5)	(9.9)	(2.0)	(2.1)	(2.3)	(7.8)	(2.5)
Number of respondents	39	45	82	30	112	40	50	47	84
Of students in schools providing job development/placement services, average percentage of special ed. students receiving job placement services who were placed in a job	60.3	59.6	62.2	53.9	63.1	59.0	60.0	58.7	61.5
	(6.4)	(9.5)	(4.9)	(6.9)	(4.5)	(9.0)	(7.7)	(6.8)	(5.3)
Number of respondents	38	40	79	28	106	40	48	43	81

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Table 25A: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools that provided postemployment services to secondary special ed. students	36.9	43.5	39.5	19.5	37.4	36.2	33.7	40.2	34.8	36.1	37.0	42.9	27.5	37.4	39.5
	(4.3)	(5.5)	(10.0)	(8.1)	(5.7)	(6.4)	(7.4)	(6.8)	(7.8)	(5.0)	(10.8)	(13.5)	(11.2)	(9.6)	(5.8)
Number of respondents	290	165	71	45	168	122	84	114	92	206	49	32	40	62	154
Of the students in schools providing postemployment services, percentage in schools providing it in:*															
Grade 10	18.3	21.0	10.4	18.4	18.0	18.6	15.5	21.4	16.8	15.6	26.7	22.8	5.5	22.3	18.0
	(4.7)	(6.3)	(8.6)	(12.2)	(6.2)	(7.4)	(8.4)	(8.3)	(7.8)	(5.4)	(12.1)	(16.7)	(6.9)	(11.0)	(6.9)
Grade 11	32.3	41.0	14.3	21.2	36.1	26.7	32.6	38.9	23.5	33.3	32.5	25.8	17.4	29.1	39.1
	(5.3)	(6.7)	(9.6)	(12.9)	(7.1)	(7.9)	(10.1)	(8.7)	(8.4)	(6.4)	(12.1)	(16.4)	(11.1)	(11.2)	(7.7)
Grade 12	47.1	50.2	59.5	29.7	48.0	45.7	47.1	55.6	35.5	46.7	38.7	62.5	21.3	42.8	55.4
	(5.5)	(6.7)	(12.5)	(14.1)	(7.2)	(8.4)	(10.2)	(8.6)	(9.2)	(6.6)	(12.4)	(15.9)	(12.2)	(11.8)	(7.5)
Ungraded classes	17.7	17.6	34.2	0.0	14.6	22.0	18.5	21.9	12.1	20.6	11.4	6.0	9.3	19.5	21.4
	(4.8)	(6.0)	(14.1)	(0.0)	(5.9)	(8.0)	(9.4)	(8.6)	(6.9)	(6.2)	(9.2)	(9.4)	(9.0)	(11.1)	(7.5)
Number of respondents	141	82	34	18	83	58	35	51	55	95	29	15	26	31	65
Of the students in schools providing postemployment services, percentage in schools that typically:															
Contacted only students after employment	0.7	0.0	3.3	---	0.0	1.6	2.8	0.0	0.0	0.9	0.0	0.0	0.0	0.0	1.2
	(1.1)	(0.0)	(5.4)		(0.0)	(2.8)	(4.0)	(0.0)	(0.0)	(1.5)	(0.0)	(0.0)	(0.0)	(0.0)	(1.9)
Contacted only employers after employment	0.8	1.4	0.0	---	1.5	0.0	0.0	0.0	3.4	1.1	0.0	0.0	0.0	4.4	0.0
	(1.3)	(2.0)	(0.0)		(2.1)	(0.0)	(0.0)	(0.0)	(4.8)	(1.7)	(0.0)	(0.0)	(0.0)	(6.8)	(0.0)
Contacted both students and employers after employment	98.5	98.6	96.7	---	98.5	98.4	97.2	100	96.6	97.9	100	100	---	95.6	98.9
	(1.7)	(2.0)	(5.4)		(2.1)	(2.8)	(4.0)	(0.0)	(4.8)	(2.3)	(0.0)	(0.0)		(6.8)	(1.9)
Number of respondents	121	74	32	9	70	51	33	55	33	87	18	15	12	25	72
Of the students in schools providing postemployment services, average number of months contact was maintained with student/employer after employment	14.2	14.2	15.9	---	15.0	13.1	9.6	14.5	17.2	14.1	12.0	---	---	9.8	16.3
	(2.4)	(3.6)	(3.5)		(3.5)	(3.2)	(2.8)	(3.5)	(5.0)	(3.2)	(3.0)			(2.8)	(3.8)
Number of respondents	82	45	30	3	45	37	18	39	25	55	17	9	9	20	43

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 25B: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided postemployment services to secondary special ed. students	34.8	32.7	39.7	39.1	36.1	41.5	43.1	30.5	36.7
	(8.7)	(8.7)	(6.4)	(10.9)	(6.0)	(9.2)	(8.6)	(8.4)	(6.9)
Number of respondents	57	58	123	40	162	56	68	67	120
Of the students in schools providing postemployment services, percentage in schools providing it in:*									
Grade 10	8.5	30.5	10.3	9.6	12.9	27.8	27.6	10.5	12.2
	(7.6)	(12.3)	(5.5)	(8.9)	(5.7)	(11.8)	(11.3)	(7.6)	(6.6)
Grade 11	24.1	39.7	27.6	28.4	24.1	45.7	47.2	22.4	26.9
	(10.6)	(12.0)	(7.4)	(12.0)	(7.0)	(11.4)	(11.1)	(9.7)	(8.2)
Grade 12	42.5	55.6	39.7	36.0	46.8	53.8	58.0	35.5	43.9
	(11.7)	(11.9)	(7.7)	(12.8)	(7.8)	(11.1)	(10.7)	(10.7)	(8.9)
Ungraded classes	17.5	13.8	23.1	15.9	24.0	11.8	25.0	10.6	22.3
	(10.3)	(9.6)	(7.8)	(11.5)	(7.5)	(8.7)	(11.1)	(7.8)	(8.8)
Number of respondents	26	26	61	20	81	27	31	35	56
Of the students in schools providing postemployment services, percentage in schools that typically:									
Contacted only students after employment	0.0	0.0	2.3	---	1.4	0.0	0.0	0.0	2.1
	(0.0)	(0.0)	(2.9)		(2.2)	(0.0)	(0.0)	(0.0)	(3.0)
Contacted only employers after employment	0.0	0.0	2.8	---	1.7	0.0	0.0	0.0	2.5
	(0.0)	(0.0)	(3.2)		(2.4)	(0.0)	(0.0)	(0.0)	(3.3)
Contacted both students and employers after employment	100	100	94.9	---	97.0	100	100	100	95.4
	(0.0)	(0.0)	(4.2)		(3.2)	(0.0)	(0.0)	(0.0)	(4.4)
Number of respondents	21	20	59	13	73	26	32	23	54
Of the students in schools providing postemployment services, average number of months contact was maintained with student/employer after employment	17.2	---	9.0	---	9.5	18.1	13.2	---	10.5
	(6.1)		(2.1)		(1.8)	(5.6)	(4.3)		(2.5)
Number of respondents	15	13	36	9	48	17	22	13	37

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools that provided life skills programs to secondary special education students	78.9	77.4	76.2	82.1	78.5	79.4	74.6	77.1	86.2	73.9	96.1	92.6	94.0	79.8	74.1
	(3.6)	(4.6)	(8.7)	(8.1)	(4.8)	(5.5)	(6.6)	(5.9)	(5.7)	(4.5)	(4.3)	(7.3)	(6.0)	(7.7)	(5.2)
Number of respondents	293	170	72	42	173	120	89	112	92	209	50	31	39	66	154
Of students in schools providing life skills programs, percentage that provided it:															
Routinely to all students	51.2	40.6	57.0	73.6	52.1	50.0	57.7	54.1	41.0	50.6	47.3	62.1	25.2	37.9	58.5
	(4.8)	(6.0)	(10.4)	(9.6)	(6.2)	(7.4)	(8.7)	(7.5)	(8.3)	(5.6)	(11.5)	(14.4)	(10.6)	(9.9)	(6.5)
Routinely only to special education students	26.9	39.3	12.2	7.5	23.7	31.3	21.6	25.6	33.6	27.3	37.7	5.8	52.4	30.1	23.1
	(4.2)	(6.0)	(6.9)	(5.8)	(5.3)	(6.9)	(7.3)	(6.6)	(8.0)	(5.0)	(11.1)	(6.9)	(12.2)	(9.4)	(5.5)
Routinely only to those with some disabilities	15.9	15.0	18.6	17.7	20.0	10.2	16.1	14.4	17.9	16.7	6.8	25.5	17.9	27.0	11.6
	(3.5)	(4.4)	(8.2)	(8.3)	(5.0)	(4.5)	(6.5)	(5.3)	(6.5)	(4.2)	(5.8)	(12.9)	(9.4)	(9.1)	(4.2)
Occasionally to special education students	5.3	3.8	12.2	1.2	3.1	8.5	2.1	6.0	7.4	4.5	8.2	6.6	0.0	5.1	6.8
	(2.1)	(2.4)	(6.9)	(2.4)	(2.1)	(4.1)	(2.5)	(3.6)	(4.4)	(2.3)	(6.3)	(7.4)	(0.0)	(4.5)	(3.3)
Rarely or never to special education students	0.7	1.3	0.0	0.0	1.2	0.0	2.4	0.0	0.0	0.9	0.0	0.0	4.5	0.0	0.0
	(0.8)	(1.4)	(0.0)	(0.0)	(1.3)	(0.0)	(2.7)	(0.0)	(0.0)	(1.1)	(0.0)	(0.0)	(5.1)	(0.0)	(0.0)
Number of respondents	245	137	62	37	145	100	69	93	83	167	48	27	37	59	121
Of students in schools providing life skills programs, percentage providing it in:*															
Grades 7 or 8	30.5	36.1	24.1	24.7	32.9	27.2	42.9	22.9	28.3	31.8	35.4	11.0	39.1	40.0	26.8
	(5.4)	(7.1)	(12.2)	(12.1)	(7.2)	(8.2)	(10.6)	(8.3)	(9.1)	(6.6)	(12.8)	(12.5)	(14.6)	(11.9)	(7.6)
Grades 9 or 10	73.6	70.5	80.0	81.2	73.4	73.8	67.8	77.2	73.3	71.3	75.8	84.4	81.8	68.6	72.2
	(4.6)	(6.0)	(9.4)	(9.8)	(6.1)	(7.0)	(9.5)	(7.0)	(7.8)	(5.7)	(10.3)	(11.2)	(10.5)	(10.1)	(6.7)
Grades 11 or 12	71.5	67.3	80.5	79.4	72.5	70.2	62.0	76.1	72.4	67.7	76.5	85.8	77.3	68.0	69.3
	(4.6)	(5.9)	(9.2)	(10.0)	(6.0)	(7.1)	(9.7)	(6.9)	(7.7)	(5.7)	(10.0)	(10.0)	(11.2)	(10.1)	(6.6)
Ungraded classes	82.9	83.3	79.7	81.3	87.8	76.3	73.7	85.7	86.0	84.1	87.7	64.5	87.1	96.3	80.5
	(4.7)	(5.7)	(12.0)	(12.0)	(5.3)	(8.2)	(10.8)	(7.1)	(7.1)	(5.5)	(9.1)	(19.0)	(10.2)	(4.9)	(7.2)
Number of respondents	147	86	34	20	88	59	34	53	60	98	32	15	27	36	65

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided life skills programs to secondary special education students	66.0	83.8	85.0	80.3	78.7	76.3	69.6	87.6	79.1
	(8.6)	(6.8)	(4.7)	(8.7)	(5.1)	(7.8)	(7.8)	(5.9)	(5.9)
Number of respondents	58	58	124	42	162	57	71	69	118
Of students in schools providing life skills programs, percentage that provided it:									
Routinely to all students	50.9	40.8	52.1	36.4	55.8	40.1	40.5	54.0	48.6
	(10.6)	(9.9)	(7.2)	(11.7)	(6.5)	(10.2)	(9.2)	(9.6)	(7.6)
Routinely only to special education students	26.9	32.2	25.6	43.6	19.6	40.4	31.8	29.4	28.5
	(9.4)	(9.4)	(6.3)	(12.0)	(5.2)	(10.3)	(8.8)	(8.8)	(6.8)
Routinely only to those with some disabilities	14.3	24.4	15.3	11.7	19.0	14.7	23.1	10.9	16.6
	(7.4)	(8.6)	(5.2)	(7.8)	(5.1)	(7.4)	(7.9)	(6.0)	(5.6)
Occasionally to special education students	5.4	2.6	6.9	8.4	5.6	1.5	2.0	5.7	6.3
	(4.8)	(3.2)	(3.7)	(6.7)	(3.0)	(2.5)	(2.7)	(4.5)	(3.7)
Rarely or never to special education students	2.4	0.0	0.0	0.0	0.0	3.3	2.5	0.0	0.0
	(3.3)	(0.0)	(0.0)	(0.0)	(0.0)	(3.7)	(2.9)	(0.0)	(0.0)
Number of respondents	43	50	106	34	141	44	55	60	101
Of students in schools providing life skills programs, percentage providing it in:*									
Grades 7 or 8	35.0	20.5	32.2	50.5	28.4	22.5	31.5	29.8	37.0
	(11.8)	(10.4)	(8.2)	(14.4)	(7.3)	(10.8)	(10.6)	(11.1)	(9.4)
Grades 9 or 10	70.3	82.2	65.4	67.7	75.5	72.2	69.5	74.8	75.0
	(10.2)	(8.2)	(7.5)	(12.1)	(6.3)	(10.0)	(9.7)	(9.2)	(7.4)
Grades 11 or 12	66.7	74.2	64.9	70.5	73.5	62.5	63.8	72.0	72.9
	(10.3)	(9.1)	(7.3)	(11.2)	(6.4)	(10.5)	(9.9)	(9.0)	(7.5)
Ungraded classes	85.0	77.7	91.4	78.4	82.6	89.8	82.3	89.3	86.1
	(9.3)	(11.1)	(5.1)	(12.7)	(6.5)	(8.1)	(9.5)	(7.8)	(7.1)
Number of respondents	28	28	63	21	86	27	33	35	60

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS (Continued)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*															
Self-care skills	38.5	33.2	50.0	35.2	40.6	35.5	26.7	42.5	45.7	34.8	55.3	35.9	38.1	39.8	37.2
	(5.0)	(6.1)	(11.5)	(11.6)	(6.6)	(7.6)	(7.8)	(8.0)	(9.6)	(5.8)	(12.5)	(15.4)	(14.0)	(11.3)	(6.6)
Functional skills (e.g., telling time)	85.0	84.0	90.4	83.4	83.7	86.9	80.0	84.5	91.6	82.4	98.0	81.4	79.0	90.5	83.5
	(3.7)	(4.8)	(6.8)	(9.1)	(5.0)	(5.3)	(7.1)	(5.9)	(5.3)	(4.6)	(3.5)	(12.5)	(11.8)	(6.7)	(5.1)
Home care skills (e.g., cooking)	82.7	79.0	85.8	86.5	82.4	83.1	73.6	87.9	84.6	80.2	90.5	88.1	68.7	91.9	80.6
	(3.9)	(5.3)	(8.0)	(8.3)	(5.1)	(5.9)	(7.8)	(5.3)	(7.0)	(4.8)	(7.3)	(10.4)	(13.4)	(6.3)	(5.4)
Planning/goal setting	95.9	92.1	100	100	96.6	94.9	93.5	95.1	100	94.4	100	100	100	93.3	94.7
	(2.0)	(3.5)	(0.0)	(0.0)	(2.4)	(3.5)	(4.4)	(3.5)	(0.0)	(2.8)	(0.0)	(0.0)	(0.0)	(5.8)	(3.1)
Social skills (e.g., conflict resolution, self expression)	95.8	93.0	97.0	100	97.5	93.3	94.7	94.7	98.7	94.2	100	100	95.1	100	93.5
	(2.1)	(3.3)	(3.9)	(0.0)	(2.1)	(4.0)	(4.0)	(3.7)	(2.2)	(2.8)	(0.0)	(0.0)	(6.2)	(0.0)	(3.4)
Use of community resources	86.2	87.1	90.9	78.5	83.9	89.5	83.7	89.9	83.2	86.6	90.0	76.9	82.5	95.3	82.9
	(3.5)	(4.4)	(6.6)	(10.0)	(4.9)	(4.9)	(6.5)	(4.9)	(7.2)	(4.1)	(7.5)	(13.5)	(11.0)	(4.9)	(5.2)
Number of respondents	216	119	57	32	129	87	66	83	67	151	39	23	30	46	115
Percentage in schools with life skills programs for the severely impaired that included training in:**															
Self-care skills	64.8	63.5	78.1	51.6	60.7	69.0	61.6	61.8	71.5	66.3	72.8	37.8	67.0	80.7	59.8
	(6.0)	(7.6)	(12.3)	(14.7)	(8.6)	(8.4)	(11.2)	(10.1)	(9.9)	(7.4)	(12.3)	(17.1)	(14.9)	(10.4)	(9.0)
Functional skills (e.g., telling time)	78.1	74.8	78.5	87.2	79.2	76.9	84.1	65.3	87.6	76.0	84.8	75.5	87.4	85.8	73.2
	(5.2)	(6.9)	(12.2)	(9.8)	(7.1)	(7.7)	(8.4)	(9.9)	(7.2)	(6.7)	(9.9)	(15.2)	(10.5)	(9.2)	(8.1)
Home care skills (e.g., cooking)	77.2	69.8	96.1	75.0	79.1	75.2	71.1	69.3	92.6	71.4	94.9	74.4	79.4	88.1	71.6
	(5.3)	(7.2)	(5.8)	(12.7)	(7.1)	(7.9)	(10.4)	(9.6)	(5.7)	(7.1)	(6.1)	(15.4)	(12.8)	(8.5)	(8.2)
Planning/goal setting	93.6	90.8	98.8	100	95.2	91.9	94.9	90.1	96.5	90.3	100	100	99.0	91.2	91.8
	(3.1)	(4.6)	(3.2)	(0.0)	(3.7)	(5.0)	(5.0)	(6.2)	(4.0)	(4.7)	(0.0)	(0.0)	(3.2)	(7.5)	(5.0)
Social skills (e.g., conflict resolution, self expression)	92.0	88.8	96.1	100	93.2	90.8	95.4	87.0	94.8	87.9	100	100	99.8	88.9	89.3
	(3.4)	(5.0)	(5.8)	(0.0)	(4.4)	(5.3)	(4.8)	(7.0)	(4.9)	(5.1)	(0.0)	(0.0)	(1.5)	(8.3)	(5.6)
Use of community resources	84.0	88.8	75.3	79.4	80.4	87.8	88.2	79.7	85.3	85.9	83.7	72.8	93.7	90.3	79.1
	(4.6)	(5.0)	(12.8)	(11.9)	(6.9)	(6.0)	(7.4)	(8.4)	(7.8)	(5.5)	(10.2)	(15.7)	(7.7)	(7.8)	(7.4)
Number of respondents	142	81	34	22.	76	66	39	51	52	89	32	19	25	35	65

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* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.

** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*									
Self-care skills	38.4	34.3	39.4	41.0	40.4	33.7	36.7	44.1	34.6
	(10.5)	(10.5)	(7.3)	(12.7)	(7.1)	(10.2)	(9.5)	(10.3)	(8.1)
Functional skills (e.g., telling time)	77.6	81.3	92.1	73.8	84.3	91.0	84.1	83.9	84.9
	(9.0)	(8.6)	(4.0)	(11.3)	(5.3)	(6.1)	(7.2)	(7.6)	(6.1)
Home care skills (e.g., cooking)	76.0	85.3	80.7	88.7	79.9	75.4	80.2	81.3	81.7
	(9.2)	(7.8)	(5.9)	(8.2)	(5.8)	(9.2)	(7.9)	(8.1)	(6.5)
Planning/goal setting	88.7	100	99.0	87.0	100	91.7	92.1	93.1	100
	(6.8)	(0.0)	(1.5)	(8.7)	(0.0)	(5.9)	(5.4)	(5.2)	(0.0)
Social skills (e.g., conflict resolution, self expression)	90.1	100	97.7	92.2	98.5	90.2	96.3	93.1	97.6
	(6.4)	(0.0)	(2.2)	(6.9)	(1.8)	(6.4)	(3.7)	(5.2)	(2.6)
Use of community resources	85.0	88.0	80.9	81.7	88.0	86.2	90.7	81.2	83.8
	(7.7)	(7.2)	(5.9)	(10.0)	(4.7)	(7.4)	(5.8)	(8.1)	(6.2)
Number of respondents	41	41	94	30	120	42	52	52	87
Percentage in schools with life skills programs for the severely impaired that included training in:**									
Self-care skills	69.5	69.9	66.5	79.5	74.7	45.9	55.6	81.4	69.8
	(12.0)	(12.7)	(8.6)	(12.8)	(7.9)	(13.1)	(12.0)	(10.0)	(9.7)
Functional skills (e.g., telling time)	76.3	83.7	77.6	83.2	83.6	68.0	75.3	83.4	78.8
	(11.1)	(10.2)	(7.6)	(11.8)	(6.7)	(12.3)	(10.4)	(9.5)	(8.6)
Home care skills (e.g., cooking)	68.3	76.7	87.8	80.2	90.3	50.0	65.6	83.9	84.2
	(12.2)	(11.7)	(6.0)	(12.6)	(5.3)	(13.1)	(11.5)	(9.4)	(7.7)
Planning/goal setting	89.9	94.1	93.1	88.1	94.6	94.5	93.3	91.6	92.8
	(7.9)	(6.6)	(4.6)	(10.2)	(4.1)	(6.0)	(6.0)	(7.1)	(5.4)
Social skills (e.g., conflict resolution, self expression)	86.2	94.1	91.9	88.1	93.7	89.1	89.4	91.6	91.5
	(9.0)	(6.6)	(5.0)	(10.2)	(4.4)	(8.2)	(7.4)	(7.1)	(5.9)
Use of community resources	80.6	94.1	81.5	76.1	90.1	82.9	84.9	77.3	91.1
	(10.3)	(6.6)	(7.1)	(13.5)	(5.4)	(9.9)	(8.6)	(10.7)	(6.0)
Number of respondents	28	26	63	20	77	28	35	34	56

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* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.

** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:*															
Self-care skills	78.8	76.9	98.4	68.8	75.1	84.3	76.1	76.6	82.6	78.2	84.1	---	85.5	78.4	73.2
	(5.3)	(6.8)	(4.1)	(13.6)	(7.3)	(7.5)	(11.2)	(9.3)	(7.9)	(6.7)	(9.8)		(10.7)	(10.1)	(9.1)
Functional skills (e.g., telling time)	85.2	96.6	69.0	74.7	83.2	88.2	77.9	89.0	86.2	84.7	83.1	---	87.5	75.9	91.3
	(4.6)	(2.9)	(15.4)	(12.8)	(6.3)	(6.6)	(10.9)	(6.8)	(7.2)	(5.8)	(10.1)		(10.1)	(10.6)	(5.8)
Home care skills (e.g., cooking)	79.8	79.5	83.8	74.7	82.0	76.4	76.2	71.1	90.3	79.7	72.4	---	77.5	87.6	73.5
	(5.2)	(6.5)	(12.3)	(12.8)	(6.5)	(8.7)	(11.2)	(9.9)	(6.2)	(6.5)	(12.0)		(12.7)	(8.1)	(9.1)
Planning/goal setting	91.1	94.4	73.5	98.0	91.6	90.4	86.6	89.4	95.8	88.0	96.4	---	93.6	78.1	98.3
	(3.7)	(3.7)	(14.7)	(4.1)	(4.7)	(6.0)	(8.9)	(6.7)	(4.2)	(5.3)	(5.0)		(7.5)	(10.2)	(2.7)
Social skills (e.g., conflict resolution, self expression)	88.0	86.6	72.7	100	90.6	84.2	84.2	83.3	94.9	86.0	86.9	---	87.2	79.1	91.0
	(4.2)	(5.5)	(14.8)	(0.0)	(5.0)	(7.5)	(9.6)	(8.2)	(4.6)	(5.6)	(9.1)		(10.1)	(10.0)	(5.9)
Use of community resources	89.7	94.4	91.0	79.0	85.8	95.4	86.0	90.0	91.8	89.9	88.2	---	92.9	84.5	93.7
	(4.0)	(3.7)	(9.5)	(12.0)	(5.9)	(4.3)	(9.1)	(6.6)	(5.7)	(4.9)	(8.7)		(7.8)	(8.9)	(5.0)
Number of respondents	133	77	27	22	81	52	30	46	57	84	34	14	27	40	51

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* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH OTHER HEALTH IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:*									
Self-care skills	74.8	84.2	75.7	79.3	82.1	70.0	71.9	81.1	79.1
	(12.5)	(9.9)	(7.9)	(12.8)	(6.8)	(13.9)	(11.9)	(10.9)	(8.2)
Functional skills (e.g., telling time)	91.2	90.8	75.6	97.1	80.1	90.9	89.8	74.5	89.0
	(8.2)	(7.9)	(7.9)	(5.3)	(7.1)	(8.7)	(8.0)	(12.1)	(6.3)
Home care skills (e.g., cooking)	71.2	92.7	76.9	75.3	83.1	70.1	74.0	69.9	90.2
	(13.0)	(7.1)	(7.8)	(13.6)	(6.6)	(13.9)	(11.6)	(12.7)	(6.0)
Planning/goal setting	85.1	100	91.8	85.9	88.6	100	91.6	86.1	94.2
	(10.3)	(0.0)	(5.1)	(11.0)	(5.6)	(0.0)	(7.3)	(9.6)	(4.7)
Social skills (e.g., conflict resolution, self expression)	73.4	100	91.0	73.5	89.1	92.0	84.1	80.8	93.3
	(12.7)	(0.0)	(5.3)	(13.9)	(5.5)	(8.2)	(9.7)	(10.9)	(5.0)
Use of community resources	95.3	100	81.9	85.9	91.7	90.9	83.6	92.6	93.3
	(6.1)	(0.0)	(7.1)	(11.0)	(4.9)	(8.7)	(9.8)	(7.3)	(5.0)
Number of respondents	23	27	62	20	80	21	29	29	61

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* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27A: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH OTHER HEALTH IMPAIRMENTS ATTENDED SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage who attended secondary school in communities with educational resources that included:															
Special secondary schools for students with disabilities	73.4	89.7	50.8	55.5	68.1	80.5	79.5	65.8	78.9	74.5	70.4	69.8	74.4	76.4	75.9
	(3.9)	(3.4)	(10.1)	(10.6)	(5.5)	(5.4)	(6.2)	(6.8)	(6.8)	(4.5)	(10.5)	(12.7)	(11.7)	(8.2)	(5.2)
Alternative/continuation schools	71.8	86.9	54.1	53.5	70.3	73.9	83.1	62.6	73.7	73.8	75.1	51.9	79.0	70.8	77.1
	(4.1)	(3.8)	(10.2)	(10.6)	(5.5)	(6.0)	(5.8)	(7.0)	(7.4)	(4.7)	(9.8)	(13.8)	(10.6)	(9.0)	(5.1)
Vocational secondary schools	69.3	86.7	43.9	51.3	63.6	77.2	72.8	65.2	72.1	72.4	66.7	50.5	74.9	75.2	69.7
	(4.1)	(3.9)	(10.0)	(10.6)	(5.7)	(5.7)	(7.0)	(6.9)	(7.4)	(4.7)	(10.8)	(13.6)	(11.0)	(8.4)	(5.7)
Magnet secondary schools	51.9	81.3	12.6	20.6	50.5	53.8	62.9	43.4	52.8	55.1	53.8	27.5	63.2	45.4	59.4
	(4.6)	(4.4)	(7.0)	(8.8)	(6.1)	(6.9)	(7.6)	(7.3)	(8.4)	(5.3)	(11.5)	(12.6)	(12.9)	(9.9)	(6.1)
Postsecondary schools with programs for students with disabilities	83.9	93.2	77.9	68.4	84.4	83.1	85.5	82.9	83.5	86.0	81.1	69.5	94.0	84.5	84.6
	(3.4)	(2.9)	(8.6)	(9.9)	(4.4)	(5.2)	(5.5)	(5.5)	(6.4)	(3.7)	(9.6)	(13.0)	(6.2)	(7.2)	(4.4)
Number of respondents	271	152	68	40	158	112	84	101	85	193	41	30	35	61	142
Percentage who attended secondary school in communities with adult services that included:															
Work facilities for adults with disabilities (e.g., sheltered workshops)	89.8	97.7	90.2	73.7	86.9	93.9	95.9	84.4	91.9	91.1	95.3	73.4	89.6	89.7	94.2
	(2.7)	(1.7)	(6.0)	(9.1)	(4.0)	(3.3)	(3.2)	(5.3)	(4.5)	(3.0)	(4.9)	(12.0)	(7.7)	(5.9)	(2.9)
Group homes for adults with disabilities	86.2	96.6	80.1	68.2	83.4	90.3	92.4	81.3	87.4	87.6	92.1	68.1	85.8	92.4	87.9
	(3.2)	(2.1)	(8.4)	(10.0)	(4.5)	(4.2)	(4.3)	(5.8)	(5.6)	(3.6)	(6.4)	(13.1)	(9.2)	(5.2)	(4.1)
Public job training programs (e.g., JTPA)	94.9	94.6	94.3	95.5	93.2	97.3	97.0	94.0	94.2	94.2	94.7	100	85.2	94.7	97.3
	(2.2)	(2.9)	(4.9)	(4.4)	(3.3)	(2.4)	(2.9)	(3.9)	(4.1)	(2.7)	(5.5)	(0.0)	(10.1)	(4.6)	(2.2)
Centers for independent living	76.1	90.5	70.9	44.6	75.3	77.1	78.8	70.2	82.1	76.4	90.0	57.5	82.1	82.7	78.3
	(4.4)	(3.8)	(10.3)	(12.7)	(5.9)	(6.5)	(7.7)	(7.4)	(6.9)	(5.2)	(7.4)	(14.7)	(11.2)	(8.0)	(5.9)
Advocacy groups for people with disabilities	89.8	98.8	92.1	66.6	87.9	92.2	93.4	88.5	88.2	92.1	88.0	74.0	93.3	92.7	91.9
	(2.8)	(1.3)	(5.6)	(10.7)	(4.1)	(3.7)	(4.0)	(4.7)	(5.5)	(2.9)	(7.7)	(12.5)	(6.7)	(5.2)	(3.4)
Support or social groups for people with disabilities	87.2	95.9	79.9	72.6	84.8	90.1	88.8	84.4	89.7	88.0	92.7	72.6	87.1	92.8	87.1
	(3.3)	(2.4)	(8.5)	(11.2)	(4.7)	(4.3)	(5.6)	(5.6)	(5.3)	(3.7)	(6.4)	(13.2)	(8.9)	(5.3)	(4.6)
Accommodations on public transportation for people with disabilities	81.1	94.2	81.6	38.9	80.3	82.1	83.6	75.2	87.1	82.2	85.8	65.8	80.3	84.3	85.6
	(3.6)	(2.7)	(8.3)	(12.1)	(4.9)	(5.4)	(5.9)	(6.5)	(5.8)	(4.2)	(8.2)	(13.8)	(10.8)	(7.4)	(4.4)
Number of respondents	217	121	58	29	126	91	58	83	76	148	40	27	29	54	105

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27B: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH OTHER HEALTH IMPAIRMENTS ATTENDED SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who attended secondary school in communities with educational resources that included:									
Special secondary schools for students with disabilities	76.5 (8.1)	72.2 (8.5)	75.6 (5.6)	89.7 (6.9)	63.8 (6.0)	93.0 (4.9)	84.8 (6.4)	76.9 (7.8)	66.8 (6.8)
Alternative/continuation schools	77.2 (8.0)	72.2 (8.5)	75.5 (5.7)	83.3 (8.7)	64.1 (6.2)	94.1 (4.4)	81.1 (7.0)	83.5 (6.9)	65.4 (7.0)
Vocational secondary schools	78.3 (8.0)	66.2 (8.9)	65.7 (6.3)	80.4 (9.3)	62.5 (6.1)	83.4 (6.9)	78.1 (7.2)	74.5 (8.1)	64.9 (7.1)
Magnet secondary schools	63.6 (9.7)	57.8 (9.4)	45.2 (6.7)	86.3 (8.1)	30.7 (6.0)	85.6 (6.6)	72.6 (8.0)	62.1 (9.2)	39.0 (7.2)
Postsecondary schools with programs for students with disabilities	87.6 (6.4)	85.5 (6.8)	83.1 (5.0)	95.0 (5.2)	78.7 (5.3)	96.7 (3.4)	93.9 (4.3)	85.5 (6.8)	79.4 (5.9)
Number of respondents	47	54	118	35	149	52	62	60	113
Percentage who attended secondary school in communities with adult services that included:									
Work facilities for adults with disabilities (e.g., sheltered workshops)	98.2 (2.6)	85.3 (6.8)	93.5 (3.3)	92.4 (6.3)	87.5 (4.2)	100 (0.0)	97.0 (3.0)	91.2 (5.5)	90.3 (4.3)
Group homes for adults with disabilities	92.6 (5.5)	81.9 (7.4)	87.5 (4.4)	97.7 (3.6)	82.1 (4.9)	92.7 (5.3)	95.3 (4.0)	92.4 (5.0)	81.6 (5.7)
Public job training programs (e.g., JTPA)	97.9 (3.1)	94.0 (5.1)	92.7 (3.7)	92.9 (6.5)	95.0 (3.0)	96.4 (4.2)	96.1 (4.0)	91.8 (5.6)	95.9 (3.1)
Centers for independent living	85.3 (8.3)	77.1 (9.2)	74.5 (6.4)	93.7 (6.7)	70.4 (6.3)	90.0 (7.3)	83.6 (8.3)	85.1 (7.6)	74.9 (6.8)
Advocacy groups for people with disabilities	92.3 (5.4)	86.7 (6.6)	95.8 (2.7)	100 (0.0)	86.5 (4.4)	96.9 (3.4)	97.3 (3.1)	88.1 (6.2)	90.8 (4.3)
Support or social groups for people with disabilities	95.5 (4.4)	82.0 (7.5)	84.6 (5.2)	100 (0.0)	81.9 (5.2)	93.3 (5.2)	98.0 (2.8)	86.9 (6.9)	81.8 (5.9)
Accommodations on public transportation for people with disabilities	81.6 (7.8)	83.9 (7.2)	85.4 (4.8)	100 (0.0)	76.5 (5.6)	84.4 (6.9)	83.6 (6.7)	86.1 (6.6)	84.2 (5.6)
Number of respondents	35	42	98	26	132	33	40	49	101

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage ever received:															
Job training	58.0	60.0	69.4	61.6	65.6	48.4	48.2	61.0	63.5	58.7	60.8	51.8	51.1	73.4	54.4
	(3.4)	(4.4)	(8.6)	(8.8)	(4.4)	(5.3)	(6.0)	(5.6)	(6.1)	(4.1)	(9.1)	(8.7)	(9.9)	(7.0)	(4.7)
Speech/language therapy	31.3	30.8	39.9	24.3	40.8	19.1	28.6	27.3	39.2	34.3	28.7	21.1	62.2	47.7	22.0
	(3.2)	(4.2)	(9.1)	(7.9)	(4.6)	(4.2)	(5.4)	(5.2)	(6.2)	(4.0)	(8.4)	(7.2)	(9.5)	(7.9)	(3.9)
Personal counseling/ therapy	41.0	39.1	47.0	41.6	44.1	37.0	40.9	40.7	41.6	42.3	35.1	40.6	56.4	50.2	39.4
	(3.5)	(4.4)	(9.3)	(9.2)	(4.6)	(5.1)	(5.9)	(5.7)	(6.3)	(4.2)	(8.9)	(8.6)	(9.7)	(7.9)	(4.6)
Occupational therapy/ life skills training	42.4	38.5	56.9	42.9	44.2	40.3	33.6	44.8	47.9	42.5	50.9	36.9	70.2	67.0	31.1
	(3.5)	(4.4)	(9.2)	(8.9)	(4.7)	(5.1)	(5.7)	(5.7)	(6.4)	(4.2)	(9.5)	(8.4)	(9.1)	(7.4)	(4.3)
A tutor, reader, or interpreter	44.6	50.6	32.1	44.9	44.5	44.8	41.3	47.7	43.7	44.0	62.1	34.6	49.6	51.3	47.7
	(3.5)	(4.5)	(8.7)	(9.2)	(4.7)	(5.3)	(6.0)	(5.8)	(6.3)	(4.2)	(9.1)	(8.4)	(10.0)	(7.9)	(4.7)
Physical therapy/mobility training	31.3	28.3	31.2	46.6	28.8	34.4	28.3	34.0	30.5	32.5	33.8	24.5	46.1	49.0	24.7
	(3.3)	(4.1)	(8.7)	(9.2)	(4.3)	(5.1)	(5.5)	(5.5)	(5.9)	(4.0)	(8.9)	(7.8)	(9.9)	(7.9)	(4.1)
Help with transportation because of disability	32.5	35.7	38.7	22.5	34.8	29.6	20.7	33.7	42.4	34.6	35.7	21.6	71.5	52.0	20.9
	(3.3)	(4.3)	(9.1)	(7.7)	(4.5)	(4.9)	(4.9)	(5.5)	(6.3)	(4.0)	(8.9)	(7.4)	(8.8)	(7.9)	(3.8)
Number of respondents	451	244	86	55	260	191	138	161	152	304	68	73	63	97	244

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage ever received:									
Job training	56.7	49.0	67.3	60.2	58.9	52.7	51.3	61.4	60.2
	(7.2)	(7.1)	(5.0)	(7.9)	(4.9)	(7.3)	(6.5)	(6.8)	(5.9)
Speech/language therapy	25.5	20.3	52.5	28.2	39.2	23.7	21.8	35.8	41.6
	(6.2)	(5.7)	(5.4)	(7.3)	(4.9)	(6.2)	(5.4)	(6.6)	(5.9)
Personal counseling/ therapy	37.7	44.0	51.2	35.1	51.7	30.3	27.6	47.6	55.9
	(7.0)	(7.1)	(5.4)	(7.7)	(5.0)	(6.7)	(5.9)	(6.9)	(6.0)
Occupational therapy/ life skills training	35.1	42.6	54.7	42.7	51.5	21.8	33.4	44.4	54.6
	(6.9)	(7.1)	(5.3)	(8.1)	(5.0)	(6.0)	(6.1)	(6.9)	(6.0)
A tutor, reader, or interpreter	44.9	49.0	55.3	53.9	48.5	42.4	44.1	54.4	47.8
	(7.1)	(7.1)	(5.3)	(8.1)	(5.1)	(7.2)	(6.5)	(6.9)	(6.0)
Physical therapy/mobility training	36.2	25.2	39.4	24.7	39.4	23.7	29.2	30.6	40.4
	(7.0)	(6.3)	(5.3)	(7.1)	(5.0)	(6.2)	(6.0)	(6.4)	(6.0)
Help with transportation because of disability	29.3	30.0	39.8	31.1	38.8	29.4	38.0	33.3	31.6
	(6.6)	(6.6)	(5.3)	(7.6)	(4.9)	(6.7)	(6.4)	(6.6)	(5.6)
Number of respondents	90	95	180	73	243	90	118	115	168

Source: Parent interviews and students' school records.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS (Continued)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage received in past year:															
Job training	48.6	53.2	58.5	50.6	56.0	39.2	42.9	57.8	41.5	55.9	51.9	17.2	37.6	63.5	47.8
	(3.5)	(4.5)	(9.1)	(9.0)	(4.6)	(5.1)	(5.9)	(5.7)	(6.2)	(4.2)	(9.3)	(6.5)	(9.6)	(7.6)	(4.7)
Speech/language therapy	16.6	21.2	23.9	5.4	23.3	8.1	18.0	14.3	18.4	21.5	8.2	3.1	38.0	29.9	8.9
	(2.6)	(3.7)	(8.0)	(4.1)	(4.0)	(2.9)	(4.6)	(4.1)	(4.9)	(3.5)	(5.1)	(3.1)	(9.6)	(7.2)	(2.7)
Personal counseling/ therapy	23.2	24.9	33.3	21.9	23.3	23.1	27.7	25.1	16.3	26.5	25.6	8.2	29.3	36.6	19.4
	(3.0)	(3.9)	(8.8)	(7.7)	(4.0)	(4.5)	(5.4)	(5.0)	(4.7)	(3.7)	(8.2)	(4.8)	(8.9)	(7.6)	(3.7)
Occupational therapy/ life skills training	29.4	29.7	42.6	23.6	28.2	30.8	24.3	34.3	27.5	32.5	37.0	11.8	53.3	50.1	19.7
	(3.2)	(4.1)	(9.2)	(7.7)	(4.2)	(4.8)	(5.2)	(5.5)	(5.7)	(4.0)	(9.2)	(5.6)	(9.9)	(7.9)	(3.7)
A tutor, reader, or interpreter	18.5	25.3	12.7	14.6	18.5	18.6	20.9	21.7	11.9	20.9	25.4	3.6	28.9	24.1	17.6
	(2.7)	(3.9)	(6.2)	(6.6)	(3.7)	(4.1)	(4.9)	(4.8)	(4.2)	(3.4)	(8.3)	(3.3)	(9.1)	(6.8)	(3.6)
Physical therapy/mobility training	18.2	17.1	16.5	25.5	15.7	21.4	13.6	24.0	14.7	20.1	17.6	10.6	30.6	33.3	11.9
	(2.7)	(3.4)	(6.9)	(8.0)	(3.4)	(4.4)	(4.2)	(5.0)	(4.6)	(3.4)	(7.2)	(5.5)	(9.1)	(7.5)	(3.1)
Help with transportation because of disability	64.3	72.2	75.7	62.4	67.1	60.7	64.8	74.1	51.0	74.7	69.4	15.5	80.8	79.1	55.7
	(3.4)	(4.1)	(8.0)	(8.9)	(4.4)	(5.2)	(5.8)	(5.1)	(6.3)	(3.7)	(8.6)	(6.5)	(7.7)	(6.4)	(4.7)
Number of respondents	450	243	86	55	260	190	138	161	151	304	68	73	62	97	242

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received in past year:									
Job training	48.9	44.8	55.6	50.0	51.3	45.6	43.2	52.7	53.3
	(7.2)	(7.1)	(5.4)	(8.1)	(5.0)	(7.3)	(6.5)	(6.9)	(6.0)
Speech/language therapy	14.2	12.4	23.0	20.6	19.4	9.7	13.6	12.4	24.2
	(5.0)	(4.7)	(4.5)	(6.6)	(4.0)	(4.3)	(4.5)	(4.6)	(5.2)
Personal counseling/ therapy	23.5	27.9	22.9	20.8	27.1	18.9	19.0	28.4	25.9
	(6.1)	(6.4)	(4.5)	(6.6)	(4.5)	(5.7)	(5.2)	(6.2)	(5.3)
Occupational therapy/ life skills training	25.3	26.0	39.5	34.7	34.7	15.2	25.6	24.9	40.1
	(6.3)	(6.3)	(5.3)	(7.8)	(4.8)	(5.2)	(5.7)	(6.1)	(5.9)
A tutor, reader, or interpreter	19.1	20.0	23.4	25.1	19.2	17.6	17.9	18.3	23.9
	(5.6)	(5.8)	(4.5)	(7.1)	(4.0)	(5.5)	(5.0)	(5.3)	(5.1)
Physical therapy/mobility training	21.6	19.2	19.9	13.4	24.2	13.5	20.4	14.4	22.9
	(6.0)	(5.7)	(4.3)	(5.6)	(4.4)	(5.0)	(5.3)	(4.9)	(5.1)
Help with transportation because of disability	63.0	59.9	68.7	61.2	67.7	63.5	60.6	66.3	66.8
	(7.0)	(7.0)	(5.0)	(8.0)	(4.7)	(7.1)	(6.4)	(6.6)	(5.7)
Number of respondents	89	95	180	73	242	89	117	114	168

Source: Parent interviews and students' school records.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Average number:															
Services ever received	2.8	2.8	3.1	2.8	3.0	2.5	2.4	2.8	3.0	2.9	3.0	2.2	4.0	3.9	2.4
	(0.1)	(0.2)	(0.3)	(0.3)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)	(0.3)	(0.3)	(0.3)	(0.3)	(0.1)
Services received in past year	2.1	2.4	2.6	2.0	2.3	2.0	2.1	2.5	1.8	2.5	2.3	0.7	3.0	3.2	1.8
	(0.1)	(0.1)	(0.3)	(0.3)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)	(0.3)	(0.2)	(0.3)	(0.3)	(0.1)
Number of respondents	468	249	87	58	268	200	144	167	157	312	71	80	65	98	249
Of those in secondary school in the past year, percentage receiving that year from their school:*															
Job training	51.4	52.3	65.4	47.8	55.9	45.5	40.3	59.1	52.6	52.6	47.5	---	41.3	65.5	46.6
	(3.8)	(4.8)	(9.5)	(9.9)	(5.1)	(5.8)	(6.0)	(5.9)	(8.3)	(4.2)	(9.3)		(11.1)	(8.0)	(5.0)
Speech/language therapy	18.9	21.7	26.7	6.3	25.7	9.8	18.0	14.8	29.9	21.0	8.1	---	44.9	32.0	10.2
	(3.0)	(4.0)	(8.9)	(4.8)	(4.5)	(3.5)	(4.7)	(4.2)	(7.6)	(3.4)	(5.1)		(11.2)	(7.8)	(3.1)
Personal counseling/ therapy	17.5	17.1	28.3	13.4	19.1	15.5	18.7	16.1	19.0	18.8	11.4	---	31.3	23.9	13.4
	(2.9)	(3.6)	(9.1)	(6.8)	(4.0)	(4.2)	(4.8)	(4.4)	(6.6)	(3.3)	(6.0)		(10.4)	(7.1)	(3.5)
Occupational therapy/ life skills training	31.7	29.1	47.7	28.1	29.4	34.8	21.4	34.8	42.2	31.1	36.2	---	59.7	49.6	20.8
	(3.6)	(4.4)	(10.1)	(8.9)	(4.7)	(5.5)	(5.0)	(5.7)	(8.3)	(3.9)	(9.1)		(11.2)	(8.4)	(4.1)
A tutor, reader, or interpreter	18.2	23.0	7.8	16.2	18.8	17.5	16.2	21.2	14.6	17.7	21.8	---	32.6	20.2	16.9
	(3.0)	(4.1)	(5.4)	(7.4)	(4.0)	(4.4)	(4.5)	(4.9)	(6.0)	(3.2)	(7.8)		(10.8)	(6.8)	(3.8)
Physical therapy/mobility training	12.1	11.8	8.7	18.2	13.2	10.7	6.5	14.8	15.4	12.4	11.2	---	20.2	17.0	9.4
	(2.5)	(3.1)	(5.7)	(7.7)	(3.5)	(3.6)	(3.1)	(4.2)	(6.1)	(2.8)	(5.9)		(9.1)	(6.3)	(3.0)
Help with transportation because of disability	21.4	24.9	23.1	9.7	25.5	15.9	12.5	21.2	36.7	22.4	16.9	---	63.2	39.3	8.1
	(3.2)	(4.2)	(8.5)	(5.9)	(4.5)	(4.3)	(4.1)	(4.9)	(8.0)	(3.5)	(7.0)		(10.8)	(8.2)	(2.8)
Number of respondents	377	215	74	47	218	159	135	154	86	304	68	0	47	86	209
Of those in secondary school in the past year, average number of services received that year from school*	1.7	1.8	2.1	1.4	1.9	1.5	1.3	1.8	2.1	1.7	1.5	---	2.9	2.5	1.2
	(0.1)	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.3)	(0.1)	(0.3)		(0.4)	(0.3)	(0.1)
Number of respondents	388	220	75	48	224	164	140	156	92	312	71	0	50	87	214

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* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average number:									
Services ever received	2.6	2.6	3.6	2.7	3.2	2.2	2.4	3.0	3.3
	(0.3)	(0.2)	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)	(0.3)	(0.2)
Services received in past year	2.1	2.1	2.5	2.2	2.4	1.8	2.0	2.1	2.5
	(0.2)	(0.2)	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)
Number of respondents	93	99	183	76	250	93	121	117	173
Of those in secondary school in the past year, percentage receiving that year from their school:*									
Job training	48.7	47.1	59.2	54.1	50.5	49.0	41.3	57.8	55.4
	(7.9)	(7.7)	(5.7)	(8.9)	(5.4)	(8.0)	(7.0)	(7.6)	(6.4)
Speech/language therapy	16.9	14.4	24.7	23.7	21.1	11.0	15.4	15.0	26.4
	(5.9)	(5.3)	(5.0)	(7.6)	(4.4)	(5.0)	(5.1)	(5.5)	(5.7)
Personal counseling/therapy	19.9	17.3	15.6	20.7	16.4	15.9	12.3	23.4	18.8
	(6.3)	(5.8)	(4.2)	(7.3)	(4.1)	(5.8)	(4.7)	(6.5)	(5.0)
Occupational therapy/life skills training	27.3	29.3	39.5	39.8	34.3	17.4	28.0	28.7	39.3
	(7.0)	(7.0)	(5.7)	(8.9)	(5.2)	(6.0)	(6.3)	(7.1)	(6.3)
A tutor, reader, or interpreter	19.1	22.1	19.6	21.1	18.6	20.2	19.4	21.7	17.8
	(6.2)	(6.4)	(4.6)	(7.4)	(4.3)	(6.4)	(5.6)	(6.3)	(4.9)
Physical therapy/mobility training	13.1	16.4	10.9	10.2	14.8	8.5	12.3	13.8	12.5
	(5.3)	(5.7)	(3.6)	(5.6)	(3.9)	(4.4)	(4.7)	(5.3)	(4.3)
Help with transportation because of disability	17.2	19.3	28.2	25.6	23.5	18.3	19.2	21.6	24.8
	(5.9)	(6.1)	(5.3)	(8.0)	(4.6)	(6.1)	(5.5)	(6.3)	(5.6)
Number of respondents	76	83	154	59	208	75	100	92	147
Of those in secondary school in the past year, average number of services received that year from school*	1.6	1.6	2.0	1.9	1.8	1.4	1.5	1.8	1.9
	(0.2)	(0.2)	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)
Number of respondents	78	86	156	62	213	78	103	95	151

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* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 29A: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage received vocational services:															
Never	68.4	70.3	65.4	58.6	66.3	71.1	80.7	65.3	60.3	68.8	64.7	70.3	80.9	62.5	77.3
	(3.4)	(4.2)	(10.1)	(10.0)	(4.7)	(5.0)	(5.0)	(5.8)	(6.6)	(4.0)	(9.4)	(9.1)	(8.4)	(8.3)	(4.2)
For less than 6 months	11.3	13.2	2.9	19.5	8.9	14.3	9.8	12.9	10.6	12.3	9.1	8.3	5.6	16.8	9.1
	(2.3)	(3.1)	(3.6)	(8.0)	(2.8)	(3.9)	(3.7)	(4.1)	(4.2)	(2.9)	(5.7)	(5.5)	(4.9)	(6.4)	(2.9)
6 to 12 months	13.2	13.2	19.9	11.9	13.8	12.5	7.4	15.2	16.4	13.7	13.4	10.6	7.0	15.3	8.8
	(2.5)	(3.1)	(8.4)	(6.6)	(3.4)	(3.7)	(3.3)	(4.4)	(5.0)	(3.0)	(6.7)	(6.1)	(5.5)	(6.2)	(2.8)
13 to 24 months	4.3	2.0	3.6	7.0	6.2	1.9	0.8	5.7	5.8	3.4	10.7	2.8	3.1	1.7	3.2
	(1.5)	(1.3)	(3.9)	(5.2)	(2.4)	(1.5)	(1.1)	(2.8)	(3.2)	(1.6)	(6.1)	(3.3)	(3.7)	(2.2)	(1.8)
More than 24 months	2.8	1.3	8.2	2.9	4.8	0.3	1.4	0.8	6.9	1.9	2.1	8.0	3.4	3.6	1.7
	(1.2)	(1.0)	(5.8)	(3.4)	(2.1)	(0.6)	(1.5)	(1.1)	(3.4)	(1.2)	(2.8)	(5.4)	(3.9)	(3.2)	(1.3)
Number of respondents	415	234	69	47	239	176	130	147	138	289	64	62	53	84	219
Percentage received following hours of vocational services in the past year:															
None	55.0	50.7	41.3	56.2	45.2	67.3	66.1	48.8	51.6	54.1	56.9	59.2	60.5	48.8	57.6
	(3.7)	(4.8)	(9.5)	(9.2)	(5.0)	(5.2)	(5.8)	(6.1)	(7.0)	(4.4)	(9.5)	(9.7)	(10.3)	(8.5)	(4.9)
Fewer than 80 hours	5.3	8.8	6.5	0.0	4.4	6.3	5.2	5.2	5.4	5.9	5.0	2.1	1.3	1.5	6.5
	(1.7)	(2.7)	(4.8)	(0.0)	(2.1)	(2.7)	(2.7)	(2.7)	(3.2)	(2.1)	(4.2)	(2.8)	(2.4)	(2.1)	(2.4)
80 to 240 hours	24.3	28.0	29.2	23.0	29.5	17.8	22.7	30.2	17.6	27.8	11.9	18.0	18.3	30.3	24.2
	(3.2)	(4.3)	(8.8)	(7.8)	(4.6)	(4.2)	(5.1)	(5.6)	(5.3)	(4.0)	(6.2)	(7.6)	(8.2)	(7.8)	(4.2)
241 to 600 hours	14.5	12.1	21.0	19.2	19.9	7.6	6.0	15.0	23.1	12.1	20.0	20.7	19.9	18.6	11.6
	(2.6)	(3.1)	(7.9)	(7.3)	(4.0)	(2.9)	(2.9)	(4.4)	(5.9)	(2.9)	(7.7)	(8.0)	(8.4)	(6.6)	(3.2)
More than 600 hours	0.9	0.4	2.0	1.6	0.9	1.0	0.0	0.7	2.3	0.1	6.2	0.0	0.0	0.7	0.1
	(0.7)	(0.6)	(2.7)	(2.3)	(0.9)	(1.1)	(0.0)	(1.1)	(2.1)	(0.3)	(4.6)	(0.0)	(0.0)	(1.5)	(0.3)
Number of respondents	414	219	81	55	239	175	139	146	129	283	65	61	54	84	224
Average hours of vocational services provided recipients in past year	106	98.9	138	135	138	65.4	62.6	113	143	93.1	155	117	103	127	88.2
	(11.8)	(13.5)	(31.0)	(37.0)	(17.5)	(14.1)	(14.3)	(18.3)	(28.1)	(11.8)	(46.4)	(33.7)	(32.2)	(28.4)	(13.6)
Number of respondents	414	219	81	55	239	175	139	146	129	283	65	61	54	84	224

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29B: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received vocational services:									
Never	66.1	76.8	62.2	69.6	62.5	79.7	71.7	70.6	64.9
	(7.0)	(6.0)	(5.2)	(7.6)	(4.9)	(6.0)	(5.9)	(6.4)	(5.8)
For less than 6 months	16.0	6.8	11.5	10.7	12.2	9.4	15.3	7.7	11.1
	(5.4)	(3.6)	(3.5)	(5.1)	(3.3)	(4.3)	(4.7)	(3.7)	(3.8)
6 to 12 months	14.9	8.7	15.1	13.3	15.8	8.6	9.0	14.9	14.8
	(5.3)	(4.0)	(3.9)	(5.6)	(3.7)	(4.1)	(3.8)	(5.0)	(4.3)
13 to 24 months	2.5	5.3	4.0	5.0	5.1	1.9	3.2	5.9	2.7
	(2.3)	(3.2)	(2.1)	(3.6)	(2.2)	(2.0)	(2.3)	(3.3)	(2.0)
More than 24 months	0.5	2.3	7.2	1.4	4.4	0.3	0.8	0.9	6.5
	(1.0)	(2.2)	(2.8)	(1.9)	(2.1)	(0.9)	(1.1)	(1.3)	(3.0)
Number of respondents	88	98	180	73	242	87	117	113	171
Percentage received following hours of vocational services in the past year:									
None	63.3	57.0	45.2	53.0	59.3	53.2	65.1	53.1	50.5
	(7.4)	(7.2)	(5.8)	(8.8)	(5.3)	(7.6)	(6.6)	(7.4)	(6.4)
Fewer than 80 hours	6.1	4.0	3.6	9.5	1.7	7.5	4.0	6.9	3.7
	(3.7)	(2.9)	(2.2)	(5.2)	(1.4)	(4.0)	(2.7)	(3.8)	(2.4)
80 to 240 hours	22.1	24.1	29.0	21.0	21.0	31.6	21.7	25.8	26.8
	(6.4)	(6.3)	(5.3)	(7.2)	(4.4)	(7.1)	(5.7)	(6.5)	(5.7)
241 to 600 hours	8.5	14.8	21.3	16.4	17.0	7.6	9.2	14.2	18.4
	(4.3)	(5.2)	(4.8)	(6.5)	(4.0)	(4.0)	(4.0)	(5.2)	(5.0)
More than 600 hours	0.0	0.0	0.8	0.0	1.0	0.0	0.0	0.0	0.6
	(0.0)	(0.0)	(1.1)	(0.0)	(1.1)	(0.0)	(0.0)	(0.0)	(1.0)
Number of respondents	80	93	157	64	220	82	106	100	154
Average hours of vocational services provided recipients in past year	71.8	101	136	98.4	113	81.0	70.1	99.3	124
	(18.7)	(21.6)	(20.4)	(25.5)	(19.1)	(15.8)	(16.2)	(20.9)	(22.0)
Number of respondents	80	93	157	64	220	82	106	100	154

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29A: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage received in the past year:															
Testing/assessment	11.7	8.3	14.6	20.9	13.3	9.8	8.4	12.8	13.8	13.0	10.2	7.1	9.2	23.5	7.5
	(2.4)	(2.6)	(7.3)	(8.2)	(3.4)	(3.4)	(3.5)	(4.2)	(4.7)	(3.0)	(6.1)	(5.0)	(5.9)	(6.8)	(2.5)
Job skills training	11.7	10.5	12.4	16.5	13.0	10.1	5.6	14.8	13.5	10.4	12.7	17.0	9.8	13.3	11.1
	(2.4)	(2.9)	(6.8)	(7.5)	(3.3)	(3.3)	(2.9)	(4.4)	(4.6)	(2.7)	(6.5)	(7.3)	(6.0)	(5.4)	(3.0)
Basic skills training	13.6	11.6	24.1	12.2	13.0	14.4	9.7	16.0	14.3	15.7	11.6	4.9	6.9	22.8	11.4
	(2.5)	(3.0)	(8.9)	(6.6)	(3.3)	(3.9)	(3.7)	(4.5)	(4.7)	(3.2)	(6.3)	(4.2)	(5.1)	(6.6)	(3.0)
Career counseling	12.1	8.9	16.0	20.6	11.1	13.3	4.6	15.5	15.2	12.7	13.5	8.0	4.5	22.5	9.7
	(2.4)	(2.7)	(7.6)	(8.1)	(3.1)	(3.8)	(2.6)	(4.5)	(4.8)	(2.9)	(6.7)	(5.3)	(4.2)	(6.7)	(2.8)
Job placement services	12.0	9.2	14.0	19.8	12.0	12.0	8.1	14.6	12.5	14.0	8.6	5.1	4.0	21.8	9.8
	(2.4)	(2.7)	(7.2)	(8.0)	(3.2)	(3.6)	(3.4)	(4.3)	(4.5)	(3.0)	(5.4)	(4.3)	(3.9)	(6.5)	(2.8)
Number of respondents	404	224	69	46	232	172	130	141	133	280	61	61	60	94	236
Percentage received vocational services in the past year from:**															
Secondary school	79.9	84.3	99.0	---	76.7	85.2	83.3	85.9	67.1	81.6	88.9	---	65.5	75.4	80.1
	(4.3)	(4.9)	(2.7)		(5.9)	(5.9)	(8.1)	(5.5)	(9.1)	(4.9)	(9.0)		(17.2)	(9.9)	(5.5)
Special school	26.7	29.7	9.4	---	29.9	20.5	12.4	29.4	30.4	31.0	16.7	---	39.3	35.5	19.1
	(6.1)	(7.9)	(10.5)		(7.9)	(9.4)	(10.6)	(9.6)	(10.4)	(7.5)	(12.5)		(18.7)	(12.0)	(7.7)
Postsecondary school	0.5	0.5	0.0	---	0.8	0.0	0.0	0.7	0.8	0.4	0.0	---	0.0	1.2	0.4
	(0.5)	(0.6)	(0.0)		(0.9)	(0.0)	(0.0)	(1.0)	(1.2)	(0.5)	(0.0)		(0.0)	(1.8)	(0.6)
Family member/friend	2.5	1.9	0.8	---	4.0	0.0	0.0	4.8	0.4	2.2	5.9	---	0.0	5.5	1.6
	(2.3)	(2.6)	(3.3)		(3.7)	(0.0)	(0.0)	(4.7)	(1.6)	(2.6)	(8.5)		(0.0)	(6.4)	(2.5)
Employer/military	3.8	1.9	0.0	---	6.2	0.0	0.0	1.8	9.4	1.2	0.0	---	0.0	0.0	7.0
	(2.8)	(2.6)	(0.0)		(4.6)	(0.0)	(0.0)	(2.9)	(7.4)	(1.9)	(0.0)		(0.0)	(0.0)	(5.2)
Vocational Rehabilitation	20.9	25.8	13.3	---	20.6	21.4	15.6	16.1	30.9	16.9	35.7	---	25.3	19.4	16.5
	(5.6)	(7.7)	(11.8)		(7.2)	(9.0)	(11.4)	(7.6)	(10.6)	(6.3)	(15.7)		(17.2)	(10.4)	(7.1)
Government jobs program	0.0	0.0	0.0	---	0.0	0.0	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
Hospital/institution	1.9	3.6	1.6	---	3.0	0.0	4.2	0.5	2.5	1.1	1.8	---	0.0	2.7	0.0
	(2.0)	(3.5)	(4.5)		(3.2)	(0.0)	(6.4)	(1.6)	(3.9)	(1.8)	(4.6)		(0.0)	(4.5)	(0.0)
Other sources	19.3	9.6	18.8	---	21.2	16.3	25.0	9.6	30.6	19.5	1.5	---	8.1	24.7	20.9
	(5.8)	(5.6)	(13.8)		(7.6)	(8.7)	(13.9)	(6.4)	(11.6)	(7.0)	(4.3)		(11.1)	(12.1)	(8.2)
Number of respondents	104	55	23	14	65	39	19	46	39	71	19	14	15	31	53

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 29B: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received in the past year:									
Testing/assessment	12.7	8.6	12.5	5.9	19.0	0.7	10.8	12.2	11.4
	(5.0)	(4.0)	(3.6)	(3.9)	(4.0)	(1.3)	(4.2)	(4.7)	(3.9)
Job skills training	10.6	10.8	15.0	12.3	15.5	3.4	5.8	14.1	16.5
	(4.5)	(4.4)	(3.9)	(5.4)	(3.7)	(2.7)	(3.1)	(4.9)	(4.5)
Basic skills training	16.1	4.4	20.7	14.4	18.1	2.7	9.2	16.1	16.2
	(5.4)	(2.9)	(4.4)	(5.7)	(4.0)	(2.5)	(3.8)	(5.2)	(4.4)
Career counseling	15.8	4.4	14.0	9.0	17.1	3.8	10.9	13.5	11.4
	(5.4)	(3.0)	(3.8)	(4.7)	(3.9)	(2.9)	(4.1)	(4.9)	(3.9)
Job placement services	15.5	10.3	11.1	7.4	15.4	9.6	10.5	11.3	13.6
	(5.4)	(4.3)	(3.4)	(4.3)	(3.7)	(4.4)	(4.1)	(4.5)	(4.1)
Number of respondents	85	96	176	72	235	83	113	110	168
Percentage received vocational services in the past year from:**									
Secondary school	73.3	84.1	82.0	---	74.9	---	73.9	86.7	75.5
	(10.1)	(8.2)	(5.9)		(6.4)		(9.5)	(6.8)	(7.7)
Special school	23.8	15.1	29.5	---	19.9	---	35.1	7.4	29.0
	(12.0)	(11.9)	(8.4)		(6.9)		(14.2)	(7.0)	(9.3)
Postsecondary school	0.0	1.2	0.7	---	0.9	---	0.8	0.8	0.0
	(0.0)	(1.7)	(0.9)		(1.0)		(1.2)	(1.3)	(0.0)
Family member/friend	0.0	4.4	4.7	---	3.4	---	0.0	3.3	3.8
	(0.0)	(7.0)	(4.2)		(3.3)		(0.0)	(4.9)	(4.3)
Employer/military	0.0	11.2	2.3	---	5.3	---	0.0	3.1	5.2
	(0.0)	(10.8)	(3.0)		(4.0)		(0.0)	(4.7)	(4.9)
Vocational Rehabilitation	14.6	31.9	15.1	---	13.7	---	22.8	18.8	15.7
	(9.6)	(14.4)	(6.9)		(6.1)		(12.2)	(9.7)	(8.0)
Government jobs program	0.0	0.0	0.0	---	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)		(0.0)		(0.0)	(0.0)	(0.0)
Hospital/institution	0.0	0.0	2.3	---	2.6	---	0.0	0.0	1.9
	(0.0)	(0.0)	(3.0)		(2.8)		(0.0)	(0.0)	(3.0)
Other sources	24.7	1.7	22.6	---	24.5	---	31.6	14.6	17.4
	(12.7)	(4.4)	(8.3)		(7.7)		(15.2)	(9.6)	(8.5)
Number of respondents	22	17	54	14	77	12	19	30	50

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 30A: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage received counseling/therapy:															
Never	63.0	67.3	56.2	58.6	60.2	66.4	61.6	64.8	61.9	63.6	70.8	53.2	60.2	56.7	64.9
	(3.6)	(4.4)	(10.4)	(10.3)	(4.9)	(5.3)	(6.1)	(5.8)	(6.8)	(4.2)	(9.0)	(10.0)	(10.0)	(7.9)	(4.5)
For just a few days	4.3	4.8	3.1	3.4	3.9	4.8	4.9	4.8	2.9	3.8	3.0	8.1	8.9	3.5	3.6
	(1.5)	(2.0)	(3.7)	(3.8)	(1.9)	(2.4)	(2.7)	(2.6)	(2.3)	(1.7)	(3.4)	(5.4)	(5.8)	(2.9)	(1.8)
For a few weeks	3.9	3.0	4.7	2.7	3.9	4.0	1.5	5.0	4.8	4.6	0.8	3.4	2.7	1.8	4.9
	(1.4)	(1.6)	(4.4)	(3.4)	(1.9)	(2.2)	(1.5)	(2.7)	(3.0)	(1.8)	(1.7)	(3.7)	(3.3)	(2.1)	(2.1)
For a few months	7.9	9.2	10.7	4.5	10.3	5.0	9.1	6.7	8.4	8.1	5.1	9.4	3.5	14.3	7.1
	(2.0)	(2.7)	(6.5)	(4.3)	(3.0)	(2.4)	(3.6)	(3.0)	(3.9)	(2.4)	(4.4)	(5.8)	(3.8)	(5.6)	(2.4)
For about a year	8.5	5.6	11.9	18.3	6.3	11.2	11.0	11.8	0.7	9.8	7.2	3.1	2.1	8.3	9.9
	(2.1)	(2.1)	(6.8)	(8.0)	(2.4)	(3.5)	(3.9)	(3.9)	(1.2)	(2.6)	(5.1)	(3.5)	(2.9)	(4.4)	(2.8)
For several years or more	12.4	10.1	13.4	12.5	15.5	8.6	11.8	6.8	21.4	10.2	13.2	22.8	22.6	15.5	9.5
	(2.5)	(2.8)	(7.1)	(6.9)	(3.6)	(3.1)	(4.1)	(3.1)	(5.7)	(2.6)	(6.7)	(8.4)	(8.6)	(5.8)	(2.8)
Number of respondents	412	232	71	45	236	176	131	148	133	287	63	62	61	96	241
Percentage received following hours of counseling/therapy in the past year:															
None	84.5	87.0	76.4	81.0	86.8	81.7	77.5	86.5	90.3	83.5	81.6	94.5	93.3	72.3	87.0
	(2.9)	(3.2)	(9.0)	(8.2)	(3.6)	(4.6)	(5.4)	(4.5)	(4.4)	(3.4)	(8.3)	(5.4)	(5.5)	(7.5)	(3.4)
Less than 10 hours	4.2	3.7	3.0	8.4	5.0	3.2	6.7	4.1	1.3	5.0	3.4	0.0	0.0	10.9	2.9
	(1.6)	(1.8)	(3.6)	(5.8)	(2.3)	(2.1)	(3.2)	(2.6)	(1.7)	(2.0)	(3.9)	(0.0)	(0.0)	(5.2)	(1.7)
10 to 40 hours	6.1	5.5	19.0	0.0	3.3	9.8	6.6	6.2	5.3	6.3	9.3	1.7	4.1	9.9	5.3
	(1.9)	(2.2)	(8.3)	(0.0)	(1.9)	(3.5)	(3.2)	(3.2)	(3.4)	(2.2)	(6.2)	(3.0)	(4.3)	(5.0)	(2.2)
41 to 100 hours	3.3	2.6	0.0	6.8	4.1	2.3	5.1	2.7	1.9	3.2	4.5	2.7	0.8	2.3	4.3
	(1.4)	(1.5)	(0.0)	(5.3)	(2.1)	(1.8)	(2.9)	(2.1)	(2.1)	(1.6)	(4.5)	(3.8)	(1.9)	(2.5)	(2.0)
More than 100 hours	1.8	1.2	1.6	3.8	0.8	3.1	4.1	0.5	1.1	2.0	1.2	1.1	1.8	4.6	0.5
	(1.1)	(1.0)	(2.7)	(4.0)	(1.0)	(2.1)	(2.6)	(0.9)	(1.6)	(1.3)	(2.3)	(2.5)	(2.9)	(3.5)	(0.7)
Number of respondents	368	220	69	45	211	157	124	129	115	264	55	49	54	88	222
Average hours of counseling/therapy provided recipients in the past year	7.7	4.8	10.9	12.0	5.4	10.7	12.4	5.1	6.0	7.9	8.0	6.1	4.8	14.4	5.3
	(2.7)	(1.9)	(9.8)	(8.3)	(3.0)	(4.6)	(5.0)	(2.9)	(6.1)	(2.8)	(9.0)	(10.1)	(5.9)	(8.2)	(2.4)
Number of respondents	368	220	69	45	211	157	124	129	115	264	55	49	54	88	222

Source: Parent interviews.

Table 30B: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received counseling/therapy:									
Never	65.6	61.7	57.4	74.5	53.8	75.5	76.7	60.3	50.4
	(6.9)	(7.0)	(5.4)	(7.3)	(5.1)	(6.4)	(5.6)	(6.9)	(6.1)
For just a few days	4.8	4.2	5.3	3.0	5.0	4.4	4.3	3.1	5.5
	(3.1)	(2.9)	(2.4)	(2.9)	(2.2)	(3.0)	(2.7)	(2.4)	(2.8)
For a few weeks	5.4	0.9	4.4	8.9	2.9	1.6	3.6	5.4	3.0
	(3.3)	(1.4)	(2.2)	(4.8)	(1.7)	(1.9)	(2.5)	(3.2)	(2.1)
For a few months	7.4	10.1	7.0	6.9	7.7	10.3	6.0	9.5	9.2
	(3.8)	(4.3)	(2.8)	(4.3)	(2.8)	(4.5)	(3.1)	(4.1)	(3.5)
For about a year	8.1	11.2	9.3	1.1	15.2	0.0	3.3	9.1	13.7
	(4.0)	(4.5)	(3.1)	(1.8)	(3.7)	(0.0)	(2.4)	(4.1)	(4.2)
For several years or more	8.6	12.0	16.5	5.5	15.5	8.1	6.0	12.5	18.1
	(4.1)	(4.7)	(4.0)	(3.8)	(3.7)	(4.1)	(3.2)	(4.7)	(4.7)
Number of respondents	89	97	180	72	239	88	117	114	168
Percentage received following hours of counseling/therapy in the past year:									
None	83.1	78.3	86.9	95.2	80.9	89.0	86.0	85.8	81.6
	(6.1)	(6.5)	(3.7)	(3.9)	(4.3)	(4.9)	(4.9)	(5.4)	(4.9)
Less than 10 hours	3.5	10.4	1.7	1.9	4.7	4.2	6.3	2.2	4.0
	(3.0)	(4.8)	(1.4)	(2.5)	(2.3)	(3.2)	(3.4)	(2.3)	(2.5)
10 to 40 hours	9.8	6.4	2.7	0.6	8.8	4.7	3.5	9.1	6.5
	(4.9)	(3.9)	(1.8)	(1.5)	(3.1)	(3.3)	(2.6)	(4.5)	(3.1)
41 to 100 hours	1.2	3.0	6.8	1.8	4.6	1.6	2.4	2.8	4.6
	(1.8)	(2.7)	(2.8)	(2.4)	(2.3)	(2.0)	(2.2)	(2.6)	(2.7)
More than 100 hours	2.3	1.9	1.8	0.4	1.0	0.5	1.7	0.0	3.3
	(2.5)	(2.1)	(1.5)	(1.2)	(1.1)	(1.1)	(1.8)	(0.0)	(2.3)
Number of respondents	73	83	172	61	218	78	104	98	156
Average hours of counseling/therapy provided recipients in the past year	8.3	7.3	9.7	3.1	7.7	3.2	6.4	3.9	11.9
	(5.0)	(4.2)	(4.9)	(5.7)	(3.3)	(2.3)	(4.6)	(1.8)	(5.5)
Number of respondents	73	83	172	61	218	78	104	98	156

Source: Parent interviews.

Table 30A: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage received counseling/ therapy in the past year from:*															
Secondary school	51.2	49.4	68.7	---	57.7	42.8	56.6	50.0	44.3	58.8	20.1	---	---	55.0	51.0
	(7.6)	(10.0)	(16.1)		(9.8)	(11.7)	(12.4)	(12.7)	(14.1)	(8.6)	(15.2)			(13.9)	(11.2)
Special school	12.4	19.2	1.5	---	14.8	9.8	3.4	12.5	31.6	14.4	7.9	---	---	9.9	0.1
	(5.6)	(8.6)	(4.9)		(8.0)	(7.5)	(5.0)	(9.1)	(15.0)	(7.0)	(10.6)			(8.8)	(0.9)
Postsecondary school	0.0	0.0	0.0	---	0.0	0.0	0.0	0.0	0.0	0.0	0.0	---	---	0.0	0.0
	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)			(0.0)	(0.0)
Family member/friend	4.6	5.0	0.0	---	3.0	6.4	0.0	7.5	8.3	1.7	7.8	---	---	3.1	0.9
	(3.6)	(4.9)	(0.0)		(3.9)	(6.3)	(0.0)	(7.7)	(8.9)	(2.6)	(10.5)			(5.2)	(2.3)
Private therapist	28.7	33.0	23.2	---	34.8	22.1	16.3	35.5	40.3	29.1	24.2	---	---	25.9	29.5
	(7.8)	(10.6)	(17.2)		(11.0)	(10.7)	(10.2)	(13.9)	(15.8)	(9.3)	(16.8)			(13.2)	(11.5)
Vocational Rehabilitation	1.4	2.8	0.0	---	2.6	0.0	0.0	0.0	7.3	0.0	9.1	---	---	1.0	0.0
	(2.0)	(3.7)	(0.0)		(3.7)	(0.0)	(0.0)	(0.0)	(8.4)	(0.0)	(11.3)			(3.1)	(0.0)
Hospital/institution	7.9	5.2	16.8	---	6.4	9.7	7.3	11.2	2.1	2.2	30.3	---	---	7.8	7.3
	(4.6)	(4.9)	(14.9)		(5.5)	(7.6)	(7.1)	(9.0)	(4.6)	(3.0)	(17.5)			(8.1)	(6.6)
Other source	5.1	3.5	3.6	---	3.9	6.7	8.5	3.0	4.2	5.5	4.9	---	---	6.3	5.4
	(1.6)	(1.7)	(3.7)		(1.9)	(2.8)	(3.5)	(2.1)	(2.8)	(2.0)	(4.3)			(3.9)	(2.2)
Number of respondents	77	40	18	9	44	33	27	26	24	52	16	9	14	27	34

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* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 30B: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received counseling/ therapy in the past year from:*									
Secondary school	---	39.3	49.9	---	40.3	---	37.2	56.3	55.7
		(12.8)	(11.6)		(10.0)		(14.7)	(14.3)	(12.1)
Special school	---	15.1	6.6	---	11.5	---	8.7	13.2	7.7
		(10.1)	(6.2)		(6.9)		(9.3)	(11.1)	(7.0)
Postsecondary school	---	0.0	0.0	---	0.0	---	0.0	0.0	0.0
		(0.0)	(0.0)		(0.0)		(0.0)	(0.0)	(0.0)
Family member/friend	---	13.3	1.7	---	2.6	---	3.5	13.0	0.0
		(9.6)	(3.3)		(3.5)		(6.0)	(11.2)	(0.0)
Private therapist	---	26.6	59.8	---	34.8	---	24.1	15.7	38.6
		(12.5)	(12.6)		(10.4)		(14.0)	(12.2)	(13.0)
Vocational Rehabilitation	---	0.0	1.7	---	0.6	---	0.0	3.4	1.0
		(0.0)	(3.3)		(1.7)		(0.0)	(6.1)	(2.6)
Hospital/institution	---	4.1	8.7	---	11.0	---	11.9	4.6	4.2
		(5.6)	(7.2)		(6.7)		(10.6)	(7.0)	(5.3)
Other source	---	7.1	3.7	---	7.3	---	4.5	4.6	5.5
		(3.8)	(2.1)		(2.7)		(2.8)	(3.0)	(2.8)
Number of respondents	14	25	32	7	53	13	19	20	35

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* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 31A: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage received OT/life skills training:															
Never	70.5	75.7	64.7	67.5	65.7	76.3	80.1	71.9	58.3	71.8	66.4	67.6	45.9	50.3	82.2
	(3.4)	(4.0)	(10.0)	(9.5)	(4.8)	(4.7)	(5.1)	(5.5)	(6.9)	(3.9)	(9.5)	(9.5)	(10.2)	(8.1)	(3.6)
For fewer than 12 months	7.3	5.3	9.0	11.6	9.1	5.3	6.3	8.7	6.4	8.0	6.0	5.1	8.1	13.2	5.3
	(1.9)	(2.1)	(6.0)	(6.5)	(2.9)	(2.5)	(3.1)	(3.4)	(3.4)	(2.4)	(4.8)	(4.5)	(5.6)	(5.5)	(2.1)
12 to 24 months	8.1	7.1	5.4	11.3	9.2	6.8	3.7	6.9	14.5	5.5	14.5	15.2	14.8	7.7	6.6
	(2.0)	(2.4)	(4.7)	(6.4)	(2.9)	(2.8)	(2.4)	(3.1)	(4.9)	(2.0)	(7.1)	(7.3)	(7.2)	(4.3)	(2.4)
25 to 48 months	6.3	5.2	6.1	4.8	7.2	5.3	5.9	5.9	7.3	5.7	7.5	8.5	15.5	10.3	3.0
	(1.8)	(2.1)	(5.0)	(4.3)	(2.6)	(2.5)	(3.0)	(2.9)	(3.6)	(2.0)	(5.3)	(5.6)	(7.4)	(5.0)	(1.6)
More than 48 months	7.7	6.7	14.8	4.8	8.9	6.3	3.9	6.6	13.5	9.0	5.6	3.6	15.7	18.5	2.8
	(2.0)	(2.3)	(7.4)	(4.4)	(2.9)	(2.7)	(2.5)	(3.0)	(4.8)	(2.5)	(4.7)	(3.8)	(7.4)	(6.3)	(1.6)
Number of respondents	408	228	71	47	230	178	130	147	131	287	60	61	60	93	242
Percentage received following hours of OT/life skills training in the past year:															
None	86.1	89.3	81.7	89.5	84.4	88.2	88.9	87.2	80.5	85.7	88.9	85.1	76.9	66.5	95.0
	(2.7)	(3.0)	(8.3)	(6.4)	(3.8)	(3.8)	(4.1)	(4.3)	(6.1)	(3.2)	(6.8)	(8.3)	(9.3)	(7.9)	(2.2)
40 hours or fewer	3.7	2.4	3.2	5.6	2.5	5.3	4.7	3.7	2.5	3.0	3.7	8.6	8.7	8.6	1.0
	(1.5)	(1.4)	(3.8)	(4.8)	(1.6)	(2.7)	(2.7)	(2.4)	(2.4)	(1.6)	(4.1)	(6.6)	(6.2)	(4.7)	(1.0)
41 to 100 hours	2.5	3.0	1.4	3.0	2.4	2.6	1.4	3.4	2.4	2.8	0.9	2.3	1.7	7.6	0.6
	(1.2)	(1.6)	(2.5)	(3.6)	(1.6)	(1.9)	(1.5)	(2.3)	(2.4)	(1.5)	(2.0)	(3.5)	(2.8)	(4.4)	(0.8)
101 to 240 hours	4.5	2.6	8.6	1.9	6.3	2.1	2.6	3.5	8.6	5.1	3.8	1.3	7.7	10.1	1.9
	(1.6)	(1.5)	(6.1)	(2.8)	(2.6)	(1.7)	(2.1)	(2.4)	(4.3)	(2.0)	(4.2)	(2.7)	(5.9)	(5.1)	(1.4)
241 to 480 hours	1.2	1.3	1.0	0.0	1.6	0.7	2.0	0.4	1.6	1.6	0.1	0.0	1.9	1.0	1.2
	(0.9)	(1.1)	(2.2)	(0.0)	(1.3)	(1.0)	(1.8)	(0.8)	(1.9)	(1.1)	(0.5)	(0.0)	(3.0)	(1.7)	(1.1)
More than 480 hours	2.0	1.5	3.9	0.0	2.9	1.0	0.4	1.9	4.5	1.8	2.6	2.7	3.2	6.2	0.4
	(1.1)	(1.2)	(4.2)	(0.0)	(1.8)	(1.2)	(0.8)	(1.7)	(3.2)	(1.2)	(3.5)	(3.8)	(3.9)	(4.0)	(0.6)
Number of respondents	365	220	66	45	210	155	125	133	107	264	52	49	49	88	224

Source: Parent interviews.

Table 31B: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received OT/life skills training:									
Never	79.2	71.4	59.2	77.3	61.5	86.6	78.0	71.3	61.9
	(5.8)	(6.6)	(5.3)	(7.0)	(5.0)	(5.1)	(5.5)	(6.3)	(5.9)
For fewer than 12 months	5.1	8.6	8.6	2.9	10.1	5.6	5.6	9.3	7.7
	(3.2)	(4.1)	(3.0)	(2.8)	(3.1)	(3.4)	(3.1)	(4.1)	(3.3)
12 to 24 months	6.4	10.2	8.2	9.5	9.0	4.7	5.4	12.8	7.6
	(3.5)	(4.4)	(3.0)	(4.9)	(3.0)	(3.2)	(3.0)	(4.7)	(3.2)
25 to 48 months	4.7	4.0	8.7	3.8	9.1	1.0	4.2	4.0	10.5
	(3.0)	(2.9)	(3.1)	(3.2)	(3.0)	(1.5)	(2.7)	(2.7)	(3.7)
More than 48 months	4.5	5.8	15.4	6.5	10.4	2.1	6.9	2.7	12.4
	(3.0)	(3.4)	(3.9)	(4.1)	(3.2)	(2.1)	(3.4)	(2.2)	(4.0)
Number of respondents	92	93	179	73	237	87	115	115	167
Percentage received following hours of OT/life skills training in the past year:									
None	91.1	88.0	77.4	91.5	80.5	94.7	86.8	93.0	79.9
	(4.5)	(5.2)	(4.7)	(5.0)	(4.3)	(3.5)	(4.9)	(3.9)	(5.1)
40 hours or fewer	5.6	2.4	2.9	1.3	5.5	1.8	5.2	2.0	4.0
	(3.6)	(2.4)	(1.9)	(2.1)	(2.5)	(2.1)	(3.2)	(2.1)	(2.5)
41 to 100 hours	0.5	2.7	4.3	0.4	3.8	1.3	0.6	1.1	5.3
	(1.1)	(2.6)	(2.3)	(1.1)	(2.1)	(1.8)	(1.1)	(1.6)	(2.8)
101 to 240 hours	1.3	4.0	8.8	2.4	6.4	2.2	3.7	2.8	6.3
	(1.8)	(3.1)	(3.2)	(2.7)	(2.7)	(2.3)	(2.7)	(2.5)	(3.1)
241 to 480 hours	0.0	1.4	2.9	0.0	1.7	0.0	1.5	0.3	1.7
	(0.0)	(1.9)	(1.9)	(0.0)	(1.4)	(0.0)	(1.7)	(0.8)	(1.6)
More than 480 hours	1.5	1.5	3.7	4.4	2.2	0.0	2.3	0.7	2.8
	(1.9)	(1.9)	(2.1)	(3.7)	(1.6)	(0.0)	(2.1)	(1.3)	(2.1)
Number of respondents	79	81	168	63	212	79	101	100	155

Source: Parent interviews.

Table 31A: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Average hours of OT/life skills training provided recipients in the past year	41.3	31.8	51.2	7.5	51.7	27.6	18.3	32.2	86.8	37.2	59.5	47.4	46.0	111	16.3
	(15.5)	(16.9)	(32.2)	(6.5)	(21.3)	(22.3)	(10.5)	(20.4)	(48.3)	(13.9)	(66.9)	(60.3)	(31.1)	(55.3)	(12.5)
Number of respondents	365	220	66	45	210	155	125	133	107	264	52	49	49	88	224
Percentage received OT/life skills training in the past year from:*															
Secondary school	12.6	10.9	15.6	---	13.0	12.1	6.5	12.9	21.3	13.4	8.5	---	17.5	25.7	4.6
	(3.1)	(3.6)	(8.4)		(4.1)	(4.7)	(3.9)	(4.8)	(7.7)	(3.5)	(7.0)		(9.0)	(8.2)	(2.8)
Special school	20.4	20.2	2.0	---	23.1	16.5	12.3	16.7	27.1	20.7	23.0	---	34.7	15.6	16.7
	(6.1)	(7.5)	(5.5)		(8.2)	(9.0)	(11.1)	(10.2)	(9.7)	(7.2)	(15.5)		(14.2)	(8.6)	(11.0)
Postsecondary school	0.3	0.5	0.0	---	0.5	0.0	0.0	0.7	0.0	0.4	0.0	---	0.0	1.3	0.0
	(0.4)	(0.6)	(0.0)		(0.7)	(0.0)	(0.0)	(1.0)	(0.0)	(0.5)	(0.0)		(0.0)	(1.8)	(0.0)
Private therapist	7.3	2.4	0.0	---	3.2	13.6	27.1	0.0	4.4	3.9	0.0	---	22.0	0.0	4.7
	(4.3)	(3.3)	(0.0)		(3.7)	(9.3)	(16.5)	(0.0)	(4.8)	(3.8)	(0.0)		(13.1)	(0.0)	(7.1)
Vocational Rehabilitation	1.5	3.4	0.0	---	1.8	1.1	0.0	0.0	3.5	0.0	0.0	---	0.0	0.9	4.9
	(2.0)	(4.0)	(0.0)		(2.8)	(2.8)	(0.0)	(0.0)	(4.3)	(0.0)	(0.0)		(0.0)	(2.5)	(7.3)
Hospital/institution	2.7	4.4	2.5	---	3.4	1.5	6.6	1.1	2.1	1.2	3.4	---	2.2	0.7	0.0
	(2.6)	(4.4)	(6.1)		(3.7)	(3.3)	(8.9)	(3.2)	(3.4)	(2.1)	(7.1)		(4.6)	(2.1)	(0.0)
Other source	14.8	10.5	9.4	---	15.2	14.3	3.2	4.1	29.5	8.8	30.5	---	19.8	9.6	22.2
	(5.8)	(6.6)	(11.3)		(7.4)	(9.4)	(6.4)	(6.0)	(10.7)	(5.6)	(18.0)		(12.6)	(7.6)	(14.0)
Number of respondents	83	42	19	6	53	30	15	23	45	57	15	11	25	37	19

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* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 31B: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of OT/life skills training provided recipients in the past year	16.6	43.3	78.5	60.8	49.2	6.1	45.2	13.0	60.2
	(16.6)	(37.3)	(29.0)	(50.9)	(21.7)	(4.8)	(31.7)	(10.4)	(29.5)
Number of respondents	79	81	168	63	212	79	101	100	155
Percentage received OT/life skills training in the past year from:*									
Secondary school	---	10.9	19.8	---	16.9	---	13.5	10.1	17.0
		(5.9)	(5.4)		(4.8)		(6.1)	(5.6)	(5.8)
Special school	---	36.1	17.1	---	18.4	---	28.0	17.5	14.5
		(16.5)	(7.2)		(7.5)		(14.3)	(12.7)	(7.6)
Postsecondary school	---	1.2	0.0	---	0.5	---	0.8	0.0	0.0
		(1.6)	(0.0)		(0.7)		(1.2)	(0.0)	(0.0)
Private therapist	---	0.0	2.4	---	9.9	---	0.0	0.0	11.3
		(0.0)	(3.2)		(5.9)		(0.0)	(0.0)	(7.5)
Vocational Rehabilitation	---	0.0	3.5	---	1.5	---	0.0	0.0	3.2
		(0.0)	(3.8)		(2.4)		(0.0)	(0.0)	(4.2)
Hospital/institution	---	3.0	0.7	---	2.8	---	1.9	0.0	0.6
		(6.2)	(1.7)		(3.2)		(4.6)	(0.0)	(1.9)
Other source	---	3.0	16.1	---	19.0	---	9.1	21.3	12.7
		(6.2)	(7.6)		(7.7)		(9.7)	(15.3)	(7.8)
Number of respondents	8	15	49	11	64	6	18	16	45

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* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 32A: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH OTHER HEALTH IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage used a tutor/reader/ interpreter:															
Never	56.8	54.1	62.0	52.6	55.8	58.1	60.7	55.4	54.8	58.7	35.7	66.0	56.8	51.9	58.1
	(3.7)	(4.6)	(10.2)	(10.3)	(5.0)	(5.5)	(6.2)	(6.0)	(6.9)	(4.3)	(9.7)	(9.5)	(10.0)	(8.0)	(4.7)
For just a few days	0.6	0.6	0.1	0.0	0.6	0.7	0.0	0.7	1.1	0.4	0.1	2.1	0.0	0.0	0.5
	(0.6)	(0.7)	(0.6)	(0.0)	(0.8)	(0.9)	(0.2)	(1.0)	(1.5)	(0.6)	(0.6)	(2.9)	(0.0)	(0.0)	(0.7)
For a few weeks	3.9	4.9	2.2	5.4	2.1	6.2	4.1	4.4	3.1	3.8	6.7	2.1	2.2	4.8	4.2
	(1.4)	(2.0)	(3.0)	(4.6)	(1.4)	(2.7)	(2.5)	(2.5)	(2.4)	(1.7)	(5.1)	(2.9)	(3.0)	(3.4)	(1.9)
For a few months	14.7	13.4	14.0	26.3	15.8	13.5	17.0	16.4	9.8	13.3	29.6	8.6	8.3	18.7	15.3
	(2.6)	(3.2)	(7.3)	(9.1)	(3.7)	(3.8)	(4.8)	(4.5)	(4.1)	(3.0)	(9.3)	(5.6)	(5.6)	(6.2)	(3.4)
For about a year	4.8	5.1	10.2	1.4	3.5	6.4	5.3	6.4	1.8	5.3	3.9	3.2	1.7	1.9	6.6
	(1.6)	(2.0)	(6.3)	(2.4)	(1.9)	(2.7)	(2.8)	(3.0)	(1.9)	(1.9)	(3.9)	(3.5)	(2.6)	(2.2)	(2.4)
For several years or more	19.1	22.0	11.6	14.3	22.2	15.2	12.9	16.7	29.4	18.5	23.9	17.9	31.0	22.7	15.3
	(2.9)	(3.9)	(6.7)	(7.2)	(4.2)	(4.0)	(4.2)	(4.5)	(6.3)	(3.4)	(8.7)	(7.7)	(9.4)	(6.7)	(3.4)
Number of respondents	411	232	71	46	233	178	130	148	133	289	60	62	61	96	241
Percentage used following hours of a tutor/reader/interpreter in the past year:															
None	83.7	80.7	85.2	88.8	84.1	83.2	82.3	83.0	86.6	83.3	75.9	94.5	78.4	80.1	85.8
	(2.9)	(3.7)	(7.4)	(6.6)	(3.9)	(4.4)	(5.0)	(4.8)	(5.1)	(3.4)	(9.2)	(5.3)	(8.7)	(6.7)	(3.5)
Fewer than 40 hours	2.7	4.5	1.3	0.0	0.6	5.5	4.1	3.1	0.3	2.7	4.5	0.7	0.5	0.9	3.9
	(1.3)	(2.0)	(2.4)	(0.0)	(0.8)	(2.7)	(2.6)	(2.2)	(0.8)	(1.5)	(4.5)	(1.9)	(1.5)	(1.6)	(1.9)
40 to 100 hours	2.9	4.7	1.7	0.0	2.9	2.9	3.5	3.7	0.9	3.7	0.0	1.0	1.6	1.2	3.9
	(1.3)	(2.0)	(2.7)	(0.0)	(1.8)	(2.0)	(2.4)	(2.4)	(1.4)	(1.7)	(0.0)	(2.3)	(2.6)	(1.8)	(1.9)
101 to 240 hours	5.2	4.1	7.0	9.2	5.2	5.2	5.6	4.5	5.8	4.4	14.3	0.7	7.4	10.3	3.0
	(1.7)	(1.9)	(5.3)	(6.0)	(2.4)	(2.6)	(3.0)	(2.7)	(3.5)	(1.9)	(7.6)	(1.9)	(5.6)	(5.1)	(1.7)
241 to 480 hours	2.7	2.6	3.2	2.0	3.0	2.4	2.9	2.0	3.8	2.3	4.7	3.2	3.3	4.6	2.0
	(1.3)	(1.5)	(3.7)	(2.9)	(1.8)	(1.8)	(2.2)	(1.8)	(2.9)	(1.4)	(4.6)	(4.1)	(3.8)	(3.5)	(1.4)
More than 480 hours	2.8	3.4	1.6	0.0	4.3	0.7	1.5	3.7	2.7	3.5	0.6	0.0	8.7	3.0	1.4
	(1.3)	(1.7)	(2.7)	(0.0)	(2.2)	(1.0)	(1.6)	(2.4)	(2.4)	(1.7)	(1.7)	(0.0)	(6.0)	(2.9)	(1.1)
Number of respondents	373	225	71	45	212	161	123	135	115	268	55	50	55	89	225

Source: Parent interviews.

Table 32B: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage used a tutor/reader/interpreter:									
Never	60.5	58.0	47.5	48.4	54.2	69.0	62.7	52.6	54.6
	(7.1)	(7.1)	(5.4)	(8.5)	(5.1)	(6.8)	(6.4)	(7.0)	(6.0)
For just a few days	0.0	1.3	0.0	1.6	0.6	0.0	0.9	1.1	0.0
	(0.0)	(1.6)	(0.2)	(2.1)	(0.8)	(0.0)	(1.3)	(1.5)	(0.2)
For a few weeks	2.3	3.4	7.0	3.7	3.6	5.5	3.7	6.2	2.7
	(2.2)	(2.6)	(2.8)	(3.2)	(1.9)	(3.3)	(2.5)	(3.4)	(1.9)
For a few months	18.9	11.9	15.4	21.3	14.4	10.1	15.2	18.2	11.7
	(5.7)	(4.6)	(3.9)	(6.9)	(3.6)	(4.4)	(4.8)	(5.4)	(3.9)
For about a year	3.7	3.4	7.1	6.3	5.6	2.3	2.3	3.8	8.3
	(2.7)	(2.6)	(2.8)	(4.1)	(2.4)	(2.2)	(2.0)	(2.7)	(3.3)
For several years or more	14.6	22.0	23.0	18.8	21.6	13.2	15.2	18.1	22.7
	(5.2)	(5.9)	(4.5)	(6.6)	(4.2)	(5.0)	(4.8)	(5.4)	(5.1)
Number of respondents	90	97	181	70	239	90	116	114	170
Percentage used following hours of a tutor/reader/interpreter in the past year:									
None	82.7	86.6	80.3	72.0	84.5	90.9	86.1	85.6	79.7
	(6.0)	(5.3)	(4.4)	(8.1)	(3.9)	(4.4)	(4.9)	(5.3)	(5.0)
Fewer than 40 hours	2.7	0.0	5.3	5.2	2.8	0.7	0.5	3.8	4.0
	(2.5)	(0.0)	(2.5)	(4.0)	(1.8)	(1.3)	(1.0)	(2.9)	(2.5)
40 to 100 hours	3.5	3.4	1.9	6.7	2.0	2.3	2.6	1.3	4.1
	(2.9)	(2.8)	(1.5)	(4.5)	(1.5)	(2.3)	(2.3)	(1.7)	(2.5)
101 to 240 hours	6.6	3.3	6.2	3.1	6.9	2.6	6.8	4.4	4.7
	(3.9)	(2.8)	(2.7)	(3.1)	(2.8)	(2.5)	(3.5)	(3.1)	(2.7)
241 to 480 hours	2.9	4.0	2.4	8.2	0.8	3.4	3.5	1.6	3.0
	(2.6)	(3.1)	(1.7)	(5.0)	(1.0)	(2.8)	(2.6)	(1.9)	(2.1)
More than 480 hours	1.5	2.8	3.9	4.9	2.9	0.0	0.5	3.3	4.5
	(1.9)	(2.6)	(2.1)	(3.9)	(1.8)	(0.0)	(1.0)	(2.7)	(2.6)
Number of respondents	79	83	175	62	219	81	104	102	159

Source: Parent interviews.

Table 32A: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Average hours provided to recipients of a tutor/reader/ interpreter in the past year	61.6	62.6	37.9	21.1	88.4	27.4	35.1	79.4	65.3	70.7	52.0	12.7	195	63.6	31.2
	(21.3)	(22.5)	(31.1)	(13.6)	(36.8)	(11.6)	(17.0)	(44.6)	(37.9)	(27.8)	(28.3)	(13.2)	(125)	(31.4)	(14.4)
Number of respondents	373	225	71	45	212	161	123	135	115	268	55	50	55	89	225
Percentage whose tutor/reader/ interpreter in the past year was:*															
Staff from secondary school	75.3	82.0	---	---	77.5	72.5	74.3	82.9	58.1	75.1	---	---	64.0	70.0	81.3
	(6.7)	(6.7)			(8.6)	(10.4)	(11.1)	(8.8)	(16.2)	(7.6)			(16.6)	(14.3)	(8.4)
Staff from a special school	10.9	3.7	---	---	13.5	7.6	0.8	17.1	14.5	13.4	---	---	29.8	11.6	3.1
	(5.4)	(3.8)			(7.8)	(7.0)	(2.6)	(10.4)	(11.8)	(6.6)			(16.6)	(10.9)	(4.3)
From a postsecondary school	0.4	0.0	---	---	0.5	0.4	0.5	0.0	1.0	0.2	---	---	0.0	0.0	0.7
	(0.5)	(0.0)			(0.7)	(0.7)	(0.9)	(0.0)	(1.4)	(0.4)			(0.0)	(0.0)	(0.8)
A family member/friend	24.9	25.2	---	---	32.2	15.0	8.5	34.6	31.4	21.8	---	---	30.7	43.0	13.6
	(7.5)	(8.6)			(10.6)	(9.6)	(8.0)	(13.3)	(15.6)	(8.1)			(16.7)	(17.3)	(8.5)
Another student	3.5	3.7	---	---	2.0	5.5	6.8	2.6	0.0	4.4	---	---	0.0	4.3	4.5
	(3.2)	(3.7)			(3.2)	(6.2)	(7.2)	(4.5)	(0.0)	(4.0)			(0.0)	(7.0)	(5.2)
A private tutor/aide	5.2	3.7	---	---	3.0	8.2	10.1	0.0	7.4	4.4	---	---	0.0	4.3	7.9
	(3.9)	(3.7)			(3.9)	(7.4)	(8.6)	(0.0)	(8.8)	(4.0)			(0.0)	(7.0)	(6.7)
From Vocational Rehabilitation	0.0	0.0	---	---	0.0	0.0	0.0	0.0	0.0	0.0	---	---	0.0	0.0	0.0
	(0.0)	(0.0)			(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)			(0.0)	(0.0)	(0.0)
From another source	1.5	0.9	---	---	1.4	1.6	1.9	0.2	2.8	1.5	---	---	4.6	0.6	1.1
	(0.9)	(0.9)			(1.2)	(1.4)	(1.7)	(0.5)	(2.3)	(1.1)			(4.2)	(1.2)	(1.0)
Number of respondents	75	51	12	5	45	30	25	28	22	57	12	6	19	20	35

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* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 32B: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours provided to recipients of a tutor/reader/ interpreter in the past year	42.0	90.0	58.8	116	59.3	17.1	31.8	64.4	88.8
	(25.0)	(63.9)	(22.4)	(60.2)	(31.5)	(10.4)	(16.8)	(40.7)	(44.9)
Number of respondents	79	83	175	62	219	81	104	102	159
Percentage whose tutor/reader/ interpreter in the past year was:*									
Staff from secondary school	---	---	63.8	69.5	70.6	---	93.6	95.7	53.0
			(10.3)	(15.3)	(9.7)		(7.3)	(6.8)	(11.3)
Staff from a special school	---	---	13.5	4.2	16.6	---	2.2	4.7	15.8
			(7.8)	(6.9)	(8.7)		(5.3)	(7.9)	(8.9)
From a postsecondary school	---	---	1.5	0.0	0.8	---	0.0	0.6	0.8
			(1.3)	(0.0)	(0.9)		(0.0)	(1.1)	(1.1)
A family member/friend	---	---	26.2	16.8	24.4	---	34.6	8.8	27.9
			(10.1)	(12.8)	(10.2)		(17.0)	(10.9)	(10.9)
Another student	---	---	3.0	7.6	2.1	---	0.0	0.0	7.4
			(3.9)	(9.1)	(3.4)		(0.0)	(0.0)	(6.4)
A private tutor/aide	---	---	7.5	0.0	9.6	---	0.0	0.0	11.0
			(6.1)	(0.0)	(7.0)		(0.0)	(0.0)	(7.6)
From Vocational Rehabilitation	---	---	0.0	0.0	0.0	---	0.0	0.0	0.0
			(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
From another source	---	---	1.5	2.8	1.5	---	0.0	0.3	2.7
			(1.3)	(2.8)	(1.3)		(0.0)	(0.8)	(2.0)
Number of respondents	14	14	40	17	45	11	16	15	42

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* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 33A: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage received speech/ language therapy:															
Never	68.1	70.7	56.8	70.9	57.9	80.4	72.5	73.9	55.8	66.4	69.2	75.7	42.0	51.7	79.4
	(3.4)	(4.2)	(10.5)	(9.2)	(4.9)	(4.4)	(5.6)	(5.4)	(6.7)	(4.1)	(9.0)	(8.5)	(9.9)	(7.9)	(3.8)
For just a few days	0.6	0.3	0.0	2.5	0.9	0.3	1.0	0.8	0.0	0.7	1.1	0.0	1.1	0.8	0.5
	(0.6)	(0.5)	(0.0)	(3.2)	(0.9)	(0.6)	(1.2)	(1.1)	(0.0)	(0.7)	(2.0)	(0.0)	(2.1)	(1.4)	(0.7)
For a few weeks	0.3	0.6	0.0	0.0	0.5	0.0	0.0	0.0	1.0	0.4	0.0	0.0	2.2	0.0	0.0
	(0.4)	(0.7)	(0.0)	(0.0)	(0.7)	(0.0)	(0.0)	(0.0)	(1.4)	(0.6)	(0.0)	(0.0)	(2.9)	(0.0)	(0.0)
For a few months	3.3	4.6	4.7	1.8	3.0	3.6	2.0	2.7	5.5	3.6	4.1	0.9	9.3	4.6	1.5
	(1.3)	(1.9)	(4.5)	(2.7)	(1.7)	(2.1)	(1.7)	(2.0)	(3.1)	(1.6)	(3.9)	(1.9)	(5.8)	(3.3)	(1.2)
For about a year	4.7	3.6	5.0	5.1	6.3	2.8	4.0	3.5	7.0	4.1	3.9	8.0	11.0	4.4	3.4
	(1.6)	(1.7)	(4.6)	(4.5)	(2.4)	(1.8)	(2.4)	(2.3)	(3.4)	(1.7)	(3.8)	(5.4)	(6.3)	(3.3)	(1.7)
For several years or more	23.0	20.1	33.6	19.7	31.4	12.8	20.5	19.1	30.8	24.7	21.7	15.3	34.5	38.4	15.2
	(3.1)	(3.7)	(10.0)	(8.1)	(4.6)	(3.7)	(5.0)	(4.8)	(6.2)	(3.8)	(8.0)	(7.2)	(9.5)	(7.7)	(3.4)
Number of respondents	416	235	70	47	236	180	133	145	138	289	65	62	62	97	243
Percentage received following hours of speech/ language therapy in the past year:															
None	87.0	85.4	84.6	94.2	82.2	93.0	84.7	90.6	84.1	83.9	94.9	97.7	78.0	73.0	93.4
	(2.7)	(3.4)	(7.8)	(4.8)	(4.1)	(3.0)	(4.7)	(3.8)	(5.6)	(3.4)	(4.6)	(3.5)	(9.1)	(7.6)	(2.5)
Fewer than 40 hours	4.2	5.5	0.9	4.7	5.3	2.8	6.1	2.6	4.3	4.9	2.7	1.0	5.0	11.7	1.6
	(1.6)	(2.2)	(2.0)	(4.4)	(2.4)	(1.9)	(3.1)	(2.0)	(3.1)	(2.0)	(3.4)	(2.3)	(4.8)	(5.5)	(1.2)
40 to 100 hours	2.9	4.1	2.1	1.0	3.7	1.9	5.0	1.2	3.0	3.5	1.6	0.7	4.3	3.4	2.5
	(1.3)	(1.9)	(3.1)	(2.1)	(2.0)	(1.6)	(2.8)	(1.4)	(2.6)	(1.7)	(2.7)	(1.9)	(4.4)	(3.1)	(1.5)
101 to 240 hours	4.0	4.9	8.4	0.0	5.4	2.2	3.2	3.5	5.7	5.2	0.8	0.0	6.5	6.8	2.6
	(1.5)	(2.1)	(6.0)	(0.0)	(2.4)	(1.7)	(2.3)	(2.4)	(3.6)	(2.0)	(1.8)	(0.0)	(5.4)	(4.3)	(1.6)
More than 240 hours	2.0	0.1	4.0	0.0	3.6	0.0	1.1	2.1	2.8	2.5	0.0	0.7	6.3	5.1	0.0
	(1.1)	(0.4)	(4.2)	(0.0)	(2.0)	(0.0)	(1.3)	(1.9)	(2.5)	(1.4)	(0.0)	(1.9)	(5.3)	(3.8)	(0.0)
Number of respondents	367	221	67	45	207	160	123	133	111	259	58	50	53	85	224

Source: Parent interviews.

Table 33B: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received speech/language therapy:									
Never	77.4	79.7	47.8	73.6	61.8	77.6	79.1	66.5	58.6
	(6.1)	(5.8)	(5.4)	(7.2)	(5.0)	(6.1)	(5.3)	(6.6)	(6.0)
For just a few days	0.0	0.0	2.2	0.0	0.9	0.0	0.0	0.0	1.8
	(0.0)	(0.0)	(1.6)	(0.0)	(1.0)	(0.0)	(0.0)	(0.0)	(1.6)
For a few weeks	0.0	1.3	0.0	0.0	0.0	1.3	0.9	0.0	0.0
	(0.0)	(1.6)	(0.0)	(0.0)	(0.0)	(1.7)	(1.2)	(0.0)	(0.0)
For a few months	1.3	0.0	6.3	5.3	2.8	3.1	1.5	7.3	1.6
	(1.7)	(0.0)	(2.6)	(3.7)	(1.7)	(2.5)	(1.6)	(3.6)	(1.5)
For about a year	4.5	2.4	6.9	2.6	5.9	4.1	0.5	9.2	5.6
	(3.0)	(2.2)	(2.7)	(2.6)	(2.4)	(2.9)	(0.9)	(4.0)	(2.8)
For several years or more	16.9	16.6	36.8	18.5	28.5	13.9	18.1	16.9	32.3
	(5.5)	(5.4)	(5.2)	(6.4)	(4.6)	(5.1)	(5.1)	(5.2)	(5.7)
Number of respondents	90	95	182	75	239	89	118	115	170
Percentage received following hours of speech/language therapy in the past year:									
None	89.3	88.8	81.2	84.0	84.3	97.0	90.6	93.4	78.8
	(4.9)	(5.0)	(4.3)	(6.7)	(3.9)	(2.7)	(4.2)	(3.8)	(5.2)
Fewer than 40 hours	5.6	2.7	3.2	4.6	4.5	2.5	5.7	1.4	4.8
	(3.7)	(2.6)	(2.0)	(3.8)	(2.2)	(2.5)	(3.3)	(1.8)	(2.7)
40 to 100 hours	2.3	2.0	4.3	2.7	4.0	0.5	0.0	4.2	4.7
	(2.4)	(2.2)	(2.3)	(3.0)	(2.1)	(1.1)	(0.0)	(3.1)	(2.7)
101 to 240 hours	2.7	4.0	6.7	8.6	3.8	0.0	3.8	0.1	7.1
	(2.6)	(3.1)	(2.8)	(5.1)	(2.1)	(0.0)	(2.7)	(0.5)	(3.3)
More than 240 hours	0.0	2.5	4.5	0.0	3.5	0.0	0.0	0.9	4.6
	(0.0)	(2.4)	(2.3)	(0.0)	(2.0)	(0.0)	(0.0)	(1.4)	(2.7)
Number of respondents	77	82	170	61	218	76	101	99	157

Source: Parent interviews.

Table 33A: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Average hours of speech/language therapy provided recipients in the past year	22.1	14.2	44.4	2.5	34.2	7.3	23.2	22.0	20.9	28.6	3.4	2.6	55.0	48.8	6.4
	(7.9)	(4.3)	(37.1)	(2.2)	(13.9)	(3.9)	(15.3)	(13.5)	(9.3)	(10.6)	(3.4)	(5.6)	(36.4)	(26.6)	(2.9)
Number of respondents	367	221	67	45	207	160	123	133	111	259	58	50	53	85	224
Percentage received speech/language therapy in the past year from:*															
Secondary school	75.0	75.0	98.2	---	76.8	68.1	93.3	70.9	62.2	75.7	---	---	52.1	82.5	86.5
	(6.9)	(8.8)	(4.7)		(7.8)	(15.8)	(7.1)	(13.7)	(12.4)	(7.4)			(15.5)	(10.3)	(10.5)
Special school	37.0	37.4	0.7	---	34.2	46.4	13.1	51.5	45.3	37.0	---	---	53.5	36.9	17.5
	(8.3)	(10.1)	(3.4)		(9.4)	(17.4)	(10.6)	(17.5)	(12.7)	(9.1)			(15.8)	(13.3)	(12.8)
Postsecondary school	0.0	0.0	0.0	---	0.0	0.0	0.0	0.0	0.0	0.0	---	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)			(0.0)	(0.0)	(0.0)
Family member/friend	6.0	0.7	11.8	---	7.7	0.0	0.0	12.6	6.1	4.1	---	---	13.6	4.8	0.0
	(4.1)	(1.8)	(13.6)		(5.4)	(0.0)	(0.0)	(12.3)	(6.2)	(3.8)			(11.3)	(6.0)	(0.0)
Private therapist	6.3	5.6	0.0	---	8.1	0.0	0.0	0.0	15.6	6.2	---	---	16.9	3.3	0.0
	(4.3)	(4.9)	(0.0)		(5.5)	(0.0)	(0.0)	(0.0)	(9.4)	(4.6)			(12.3)	(5.0)	(0.0)
Vocational Rehabilitation	0.0	0.0	0.0	---	0.0	0.0	0.0	0.0	0.0	0.0	---	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)			(0.0)	(0.0)	(0.0)
Hospital/institution	3.5	4.8	2.6	---	4.4	0.0	9.2	1.6	0.0	1.7	---	---	0.0	0.0	5.4
	(3.2)	(4.5)	(6.5)		(4.1)	(0.0)	(8.8)	(4.6)	(0.0)	(2.4)			(0.0)	(0.0)	(7.6)
Other agency	6.6	2.1	18.6	---	8.2	0.8	0.0	10.2	9.6	6.5	---	---	12.6	0.6	10.2
	(4.3)	(3.1)	(15.9)		(5.5)	(3.1)	(0.0)	(10.9)	(7.6)	(4.7)			(10.9)	(2.1)	(10.2)
Number of respondents	74	44	17	3	57	17	21	16	37	61	9	4	23	31	19

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* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews

Table 33B: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of speech/language therapy provided recipients in the past year	9.7	30.0	36.9	22.8	30.1	1.2	8.4	6.4	46.8
	(6.2)	(20.3)	(15.0)	(11.4)	(13.7)	(1.2)	(4.8)	(5.5)	(19.6)
Number of respondents	77	82	170	61	218	76	101	99	157
Percentage received speech/language therapy in the past year from:*									
Secondary school	---	---	78.7	63.6	79.3	---	84.8	---	68.1
			(9.1)	(16.5)	(8.5)		(12.1)		(11.0)
Special school	---	---	34.4	47.1	29.7	---	25.3	---	40.2
			(10.5)	(17.6)	(10.3)		(16.0)		(11.4)
Postsecondary school	---	---	0.0	0.0	0.0	---	0.0	---	0.0
			(0.0)	(0.0)	(0.0)		(0.0)		(0.0)
Family member/friend	---	---	1.8	0.0	9.5	---	0.0	---	7.6
			(3.0)	(0.0)	(6.6)		(0.0)		(6.4)
Private therapist	---	---	7.1	0.0	10.1	---	0.0	---	5.1
			(5.9)	(0.0)	(6.7)		(0.0)		(5.3)
Vocational Rehabilitation	---	---	0.0	0.0	0.0	---	0.0	---	0.0
			(0.0)	(0.0)	(0.0)		(0.0)		(0.0)
Hospital/institution	---	---	0.0	5.8	3.1	---	5.9	---	0.0
			(0.0)	(8.3)	(3.8)		(8.7)		(0.0)
Other agency	---	---	8.2	2.6	8.3	---	0.0	---	6.9
			(6.3)	(5.7)	(6.1)		(0.0)		(6.1)
Number of respondents	9	14	40	16	50	6	15	12	43

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* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews.

Table 34A: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage received help with physical needs:															
Never	68.1	72.6	61.5	48.4	70.4	65.3	69.6	66.0	69.6	67.4	64.1	76.0	59.5	51.2	76.0
	(3.5)	(4.2)	(10.3)	(10.1)	(4.6)	(5.3)	(5.9)	(5.8)	(6.3)	(4.1)	(9.5)	(8.6)	(9.5)	(8.0)	(4.0)
For just a few days	1.2	1.2	4.6	0.0	2.2	0.0	0.6	2.5	0.0	1.7	0.0	0.0	0.0	1.5	1.5
	(0.8)	(1.0)	(4.4)	(0.0)	(1.5)	(0.0)	(1.0)	(1.9)	(0.0)	(1.1)	(0.0)	(0.0)	(0.0)	(1.9)	(1.1)
For a few weeks	1.0	0.5	1.3	1.8	0.4	1.8	1.3	0.5	1.5	0.5	3.1	1.6	2.0	1.7	0.6
	(0.7)	(0.7)	(2.4)	(2.7)	(0.6)	(1.5)	(1.4)	(0.9)	(1.7)	(0.6)	(3.4)	(2.5)	(2.7)	(2.0)	(0.7)
For a few months	6.2	6.0	8.3	8.5	6.4	6.1	7.4	7.5	3.1	6.6	6.2	4.2	8.9	7.1	5.5
	(1.8)	(2.2)	(5.8)	(5.7)	(2.4)	(2.7)	(3.3)	(3.2)	(2.4)	(2.2)	(4.8)	(4.1)	(5.5)	(4.1)	(2.2)
For about a year	6.3	6.8	5.9	9.6	7.1	5.3	6.6	4.8	8.1	6.6	9.1	1.8	5.0	4.9	6.2
	(1.8)	(2.3)	(5.0)	(6.0)	(2.6)	(2.5)	(3.2)	(2.6)	(3.7)	(2.2)	(5.7)	(2.7)	(4.3)	(3.5)	(2.3)
For several years or more	17.1	13.0	18.3	31.7	13.4	21.6	14.5	18.6	17.6	17.2	17.4	16.4	24.5	33.6	10.3
	(2.8)	(3.1)	(8.2)	(9.4)	(3.4)	(4.6)	(4.5)	(4.8)	(5.2)	(3.3)	(7.5)	(7.5)	(8.4)	(7.6)	(2.9)
Number of respondents	407	232	70	47	232	175	128	146	133	286	62	59	63	95	243
Percentage received following hours of help with physical needs in the past year:															
None	84.2	88.7	79.9	76.2	86.2	81.5	90.0	80.1	83.7	82.9	89.2	86.4	79.3	67.4	91.1
	(2.9)	(3.0)	(8.5)	(8.7)	(3.6)	(4.6)	(4.0)	(5.2)	(5.5)	(3.4)	(6.5)	(8.0)	(8.7)	(7.8)	(2.8)
Fewer than 40 hours	5.6	2.1	9.8	12.4	5.1	6.4	2.5	8.7	4.6	5.5	7.7	4.4	4.6	11.8	3.7
	(1.8)	(1.4)	(6.3)	(6.8)	(2.3)	(2.9)	(2.1)	(3.7)	(3.1)	(2.1)	(5.6)	(4.8)	(4.5)	(5.4)	(1.9)
40 to 100 hours	2.5	3.3	1.4	2.4	2.8	2.2	0.9	4.0	2.0	3.4	0.0	0.0	2.9	8.2	0.5
	(1.2)	(1.7)	(2.4)	(3.1)	(1.7)	(1.7)	(1.3)	(2.6)	(2.1)	(1.7)	(0.5)	(0.0)	(3.6)	(4.6)	(0.7)
101 to 240 hours	5.9	3.7	5.1	9.0	3.9	8.6	5.6	6.1	6.0	6.6	0.6	7.5	8.2	11.0	3.6
	(1.9)	(1.8)	(4.7)	(5.9)	(2.0)	(3.3)	(3.0)	(3.1)	(3.5)	(2.3)	(1.6)	(6.1)	(5.9)	(5.2)	(1.9)
241 to 480 hours	1.2	1.8	1.6	0.0	1.1	1.4	0.0	1.0	3.0	1.2	2.5	0.0	5.0	1.6	0.3
	(0.9)	(1.3)	(2.7)	(0.0)	(1.1)	(1.4)	(0.0)	(1.3)	(2.5)	(1.0)	(3.3)	(0.0)	(4.6)	(2.1)	(0.5)
More than 480 hours	0.5	0.4	2.2	0.0	0.9	0.0	1.0	0.0	0.8	0.4	0.0	1.7	0.0	0.0	0.8
	(0.6)	(0.6)	(3.1)	(0.0)	(1.0)	(0.0)	(1.3)	(0.0)	(1.3)	(0.6)	(0.0)	(3.0)	(0.0)	(0.0)	(0.9)
Number of respondents	372	223	70	46	214	158	121	133	118	265	57	50	55	91	224

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews.

Table 34B: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received help with physical needs:									
Never	65.3	76.8	61.1	75.9	61.1	78.5	73.1	71.9	59.4
	(7.1)	(6.2)	(5.3)	(7.2)	(5.0)	(6.0)	(5.9)	(6.3)	(6.0)
For just a few days	1.2	1.3	0.6	0.0	1.5	1.9	1.3	1.1	1.4
	(1.6)	(1.6)	(0.8)	(0.0)	(1.2)	(2.0)	(1.5)	(1.5)	(1.4)
For a few weeks	0.0	0.0	3.5	0.0	1.5	0.9	0.4	1.3	1.4
	(0.0)	(0.0)	(2.0)	(0.0)	(1.3)	(1.4)	(0.9)	(1.6)	(1.5)
For a few months	9.3	0.6	8.7	4.9	5.8	9.2	7.0	5.6	6.5
	(4.3)	(1.1)	(3.1)	(3.7)	(2.4)	(4.2)	(3.4)	(3.2)	(3.0)
For about a year	8.2	3.4	5.3	3.8	8.1	5.2	8.0	4.5	4.9
	(4.1)	(2.6)	(2.4)	(3.2)	(2.8)	(3.2)	(3.6)	(2.9)	(2.6)
For several years or more	16.1	18.0	20.8	15.4	22.1	4.3	10.2	15.6	26.4
	(5.4)	(5.6)	(4.4)	(6.1)	(4.3)	(3.0)	(4.0)	(5.1)	(5.4)
Number of respondents	87	94	179	70	235	90	115	113	167
Percentage received following hours of help with physical needs in the past year:									
None	82.2	85.4	81.4	90.7	76.9	95.4	85.4	90.2	77.8
	(6.2)	(5.5)	(4.3)	(5.2)	(4.6)	(3.3)	(5.0)	(4.4)	(5.2)
Fewer than 40 hours	7.3	4.0	6.8	0.4	9.2	1.6	5.7	3.0	7.8
	(4.2)	(3.1)	(2.8)	(1.1)	(3.1)	(2.0)	(3.3)	(2.6)	(3.4)
40 to 100 hours	1.2	5.9	1.2	0.0	3.7	1.9	1.3	0.9	4.9
	(1.7)	(3.7)	(1.2)	(0.0)	(2.0)	(2.1)	(1.6)	(1.4)	(2.7)
101 to 240 hours	9.3	2.1	6.9	7.1	8.1	0.0	6.6	2.1	8.5
	(4.7)	(2.3)	(2.8)	(4.6)	(2.9)	(0.0)	(3.5)	(2.1)	(3.5)
241 to 480 hours	0.0	2.5	2.1	1.8	1.1	1.1	1.0	2.6	0.5
	(0.0)	(2.5)	(1.6)	(2.4)	(1.1)	(1.7)	(1.4)	(2.4)	(0.9)
More than 480 hours	0.0	0.0	1.7	0.0	0.9	0.0	0.0	1.2	0.5
	(0.0)	(0.0)	(1.4)	(0.0)	(1.0)	(0.0)	(0.0)	(1.6)	(0.9)
Number of respondents	75	83	175	63	220	79	102	103	159

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews.

Table 34A: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community Urban	Suburb	Rural	Gender Male	Female	Age in 1987 15-16	17-18	19 or Older	School Status In-Sch	Out 1 yr/less	Out 1-2 Years	Self-Care Ability Low	Med	High
Average hours of help with physical needs provided recipients in the past year	23.7	22.4	29.2	21.5	23.6	23.9	17.2	20.4	36.4	22.8	9.8	46.3	36.5	33.4	17.6
	(7.9)	(11.4)	(19.2)	(11.9)	(12.8)	(7.8)	(8.9)	(7.9)	(23.9)	(6.5)	(9.5)	(50.6)	(19.5)	(11.4)	(11.1)
Number of respondents	372	223	70	46	214	158	121	133	118	265	57	50	55	91	224
Percentage received help with physical needs in the past year from:**															
Secondary school	30.0	33.7	---	---	41.3	20.1	28.5	30.8	29.8	34.7	---	---	24.6	33.9	30.2
	(8.6)	(11.5)			(13.3)	(10.5)	(16.7)	(13.4)	(15.1)	(10.4)			(17.0)	(14.2)	(15.1)
Special school	18.1	21.1	---	---	26.6	10.7	10.0	15.3	29.7	20.6	---	---	18.6	9.7	27.4
	(7.2)	(9.9)			(11.9)	(8.1)	(11.1)	(10.5)	(15.0)	(8.8)			(15.4)	(8.9)	(14.7)
Postsecondary school	2.1	2.4	---	---	4.5	0.0	0.0	0.0	7.5	0.0	---	---	0.0	2.6	2.8
	(2.7)	(3.7)			(5.6)	(0.0)	(0.0)	(0.0)	(8.7)	(0.0)			(0.0)	(4.8)	(5.4)
Family member/friend	20.9	22.3	---	---	13.0	27.8	36.9	17.5	14.4	18.0	---	---	46.0	20.5	7.3
	(7.6)	(10.1)			(9.1)	(11.7)	(17.9)	(11.0)	(11.6)	(8.4)			(19.7)	(12.1)	(8.6)
Private therapist	47.0	35.9	---	---	33.4	59.0	49.8	57.1	26.6	48.4	---	---	11.1	53.7	59.0
	(9.4)	(11.7)			(12.7)	(12.9)	(18.5)	(14.4)	(14.5)	(10.9)			(12.4)	(15.0)	(16.2)
Vocational Rehabilitation	0.0	0.0	---	---	0.0	0.0	0.0	0.0	0.0	0.0	---	---	0.0	0.0	0.0
	(0.0)	(0.0)			(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)			(0.0)	(0.0)	(0.0)
Hospital/institution	2.5	4.0	---	---	4.1	1.1	0.0	0.8	7.8	2.3	---	---	10.0	0.0	0.0
	(2.9)	(4.7)			(5.2)	(2.7)	(0.0)	(2.5)	(8.8)	(3.3)			(11.8)	(0.0)	(0.0)
Other source	8.0	2.0	---	---	7.0	8.9	0.0	7.7	15.2	3.8	---	---	9.3	12.1	3.4
	(5.0)	(3.4)			(6.7)	(7.4)	(0.0)	(7.6)	(11.8)	(4.2)			(11.5)	(9.8)	(6.0)
Number of respondents	64	34	12	8	32	32	15	26	23	46	10	8	16	27	20

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.

** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 34B: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of help with physical needs provided recipients in the past year	21.7	15.9	38.3	18.8	33.6	5.1	17.9	20.5	32.4
	(9.8)	(8.7)	(17.7)	(11.1)	(13.6)	(5.7)	(8.1)	(12.2)	(17.5)
Number of respondents	75	83	175	63	220	79	102	103	159
Percentage received help with physical needs in the past year from:**									
Secondary school	---	45.9	31.1	---	37.4	---	11.5	48.9	35.9
		(17.6)	(11.9)		(11.6)		(11.8)	(18.7)	(13.4)
Special school	---	15.5	12.6	---	10.5	---	29.5	13.7	12.7
		(12.8)	(8.5)		(7.3)		(16.8)	(12.8)	(9.3)
Postsecondary school	---	0.0	6.8	---	2.9	---	0.0	0.0	4.5
		(0.0)	(6.5)		(4.0)		(0.0)	(0.0)	(5.8)
Family member/friend	---	18.5	19.1	---	18.5	---	29.7	25.8	13.2
		(13.7)	(10.1)		(9.3)		(16.8)	(16.4)	(9.5)
Private therapist	---	39.5	40.7	---	53.3	---	45.7	37.0	50.6
		(17.3)	(12.6)		(11.9)		(18.4)	(18.0)	(13.9)
Vocational Rehabilitation	---	0.0	0.0	---	0.0	---	0.0	0.0	0.0
		(0.0)	(0.0)		(0.0)		(0.0)	(0.0)	(0.0)
Hospital/institution	---	2.5	5.2	---	2.7	---	1.8	0.0	3.4
		(5.5)	(5.7)		(3.8)		(4.9)	(0.0)	(5.1)
Other source	---	0.0	11.0	---	10.3	---	10.3	9.2	6.4
		(0.0)	(8.0)		(7.1)		(11.2)	(10.8)	(6.8)
Number of respondents	11	16	32	10	44	9	15	16	32

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.
** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 35A: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Service Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage received transportation help in the past year from:*															
Secondary school	56.0	61.2	81.9	---	62.1	43.0	62.9	57.6	52.4	59.5	50.1	---	64.1	56.0	43.2
	(7.4)	(9.2)	(14.[illegible])		(8.8)	(13.4)	(15.5)	(14.4)	(10.6)	(8.7)	(18.5)		(12.0)	(12.7)	(15.5)
Special school	22.3	23.2	9.1	---	22.1	22.6	19.5	30.0	18.2	25.6	14.4	---	32.8	14.3	17.3
	(6.2)	(8.0)	(10.6)		(7.5)	(11.3)	(12.7)	(13.3)	(8.2)	(7.7)	(13.0)		(11.7)	(9.0)	(11.9)
Vocational Rehabilitation	0.6	0.6	1.7	---	0.5	0.9	0.0	0.0	1.2	0.0	2.2	---	0.0	1.7	0.0
	(1.2)	(1.4)	(4.8)		(1.2)	(2.5)	(0.0)	(0.0)	(2.3)	(0.0)	(5.5)		(0.0)	(3.3)	(0.0)
Hospital/institution	0.8	0.8	2.0	---	0.5	1.5	0.0	1.0	1.0	0.6	2.2	---	1.2	0.0	0.0
	(1.3)	(1.7)	(5.0)		(1.2)	(3.2)	(0.0)	(2.8)	(2.1)	(1.4)	(5.3)		(2.8)	(0.0)	(0.0)
Other source	34.0	18.2	43.5	---	33.3	35.7	28.0	16.6	48.2	25.0	43.2	---	26.6	39.2	39.5
	(7.0)	(7.2)	(17.9)		(8.4)	(12.9)	(14.1)	(10.6)	(10.6)	(7.7)	(17.8)		(11.1)	(12.5)	(15.3)
Number of respondents	101	57	22	4	71	30	20	26	55	70	18	13	40	37	22
Percentage with transportation help including:															
Rides on special vehicles	15.4	17.6	25.8	2.7	18.9	11.1	10.4	12.7	24.3	15.2	17.2	14.6	46.5	24.9	5.5
	(2.6)	(3.5)	(9.1)	(3.3)	(3.9)	(3.5)	(3.8)	(4.0)	(5.7)	(3.1)	(7.4)	(6.8)	(9.8)	(6.8)	(2.1)
Help getting into vehicles	1.9	2.0	3.5	0.0	2.9	0.7	0.4	2.2	2.9	1.8	2.3	2.0	8.0	0.7	0.7
	(1.0)	(1.3)	(3.8)	(0.0)	(1.7)	(0.9)	(0.8)	(1.8)	(2.3)	(1.1)	(2.9)	(2.7)	(5.3)	(1.3)	(0.8)
Help walking to school/work	1.1	1.0	2.3	0.0	1.4	0.7	0.0	1.9	1.0	1.1	0.0	2.0	5.6	1.4	0.0
	(0.8)	(0.9)	(3.1)	(0.0)	(1.2)	(0.9)	(0.0)	(1.7)	(1.3)	(0.9)	(0.0)	(2.7)	(4.5)	(1.9)	(0.0)
Owning adapted vehicle	0.2	0.0	1.7	0.0	0.4	0.0	0.0	0.0	0.7	0.3	0.0	0.0	1.5	0.0	0.0
	(0.3)	(0.0)	(2.7)	(0.0)	(0.6)	(0.0)	(0.3)	(0.0)	(1.1)	(0.5)	(0.0)	(0.0)	(2.4)	(0.0)	(0.0)
Aide to push wheelchair	1.9	1.1	3.0	4.9	2.4	1.2	0.0	1.1	4.7	2.4	1.2	0.0	5.5	0.0	1.7
	(1.0)	(1.0)	(3.5)	(4.3)	(1.5)	(1.2)	(0.3)	(1.3)	(2.8)	(1.3)	(2.1)	(0.0)	(4.5)	(0.0)	(1.2)
Rides to places could not otherwise go	4.4	2.5	6.2	10.6	5.5	3.0	0.5	4.6	8.0	5.1	5.0	0.4	10.9	8.1	1.7
	(1.5)	(1.4)	(5.0)	(6.2)	(2.2)	(1.9)	(0.9)	(2.5)	(3.6)	(1.9)	(4.2)	(1.3)	(6.1)	(4.3)	(1.2)
Other	3.0	2.5	2.4	0.0	4.5	1.2	3.3	0.0	6.9	3.0	4.9	1.0	5.4	5.8	1.6
	(1.2)	(1.4)	(3.1)	(0.0)	(2.0)	(1.2)	(2.2)	(0.0)	(3.4)	(1.5)	(4.2)	(1.9)	(4.4)	(3.7)	(1.2)
Number of respondents	421	237	70	47	240	181	132	149	140	293	64	64	65	98	247

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* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 35B: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH OTHER HEALTH IMPAIRMENTS

Service Characteristics	Household Income: Under $12,000	Household Income: 12,000-$24,999	Household Income: $25,000 and Over	Ethnicity: Black	Ethnicity: White	Ethnicity: Hispanic	Head of Household's Education: No High School Diploma	Head of Household's Education: High School Diploma	Head of Household's Education: Beyond High School
Percentage received transportation help in the past year from:*									
Secondary school	47.4	53.3	72.1	46.4	57.8	---	39.1	68.7	59.4
	(17.8)	(15.8)	(9.3)	(16.2)	(9.5)		(15.2)	(13.6)	(11.2)
Special school	19.9	28.9	13.3	31.6	17.6	---	7.8	20.3	29.8
	(14.2)	(14.3)	(7.0)	(15.1)	(7.3)		(8.4)	(11.8)	(10.4)
Vocational Rehabilitation	0.0	0.0	1.8	0.0	0.9	---	0.0	0.0	1.6
	(0.0)	(0.0)	(2.7)	(0.0)	(1.8)		(0.0)	(0.0)	(2.9)
Hospital/institution	0.0	2.3	0.0	0.0	0.5	---	1.6	0.0	0.0
	(0.0)	(4.8)	(0.0)	(0.0)	(1.3)		(3.9)	(0.0)	(0.0)
Other source	46.7	24.0	28.4	22.0	43.3	---	53.1	33.2	20.8
	(17.8)	(13.5)	(9.4)	(13.4)	(9.4)		(15.5)	(13.8)	(9.2)
Number of respondents	15	20	49	19	68	12	21	26	48
Percentage with transportation help including:									
Rides on special vehicles	10.0	13.7	19.6	15.3	17.8	10.0	10.8	15.8	18.2
	(4.3)	(4.9)	(4.3)	(5.9)	(3.9)	(4.4)	(4.0)	(5.0)	(4.6)
Help getting into vehicles	2.0	0.1	0.9	1.5	2.0	1.6	2.4	0.8	0.7
	(2.0)	(0.3)	(1.0)	(2.0)	(1.4)	(1.8)	(2.0)	(1.2)	(1.0)
Help walking to school/work	1.3	0.0	0.0	0.0	2.0	0.0	0.0	2.8	0.0
	(1.6)	(0.0)	(0.0)	(0.0)	(1.4)	(0.0)	(0.0)	(2.3)	(0.0)
Owning adapted vehicle	0.0	0.1	0.7	0.0	0.4	0.0	0.0	0.8	0.0
	(0.0)	(0.3)	(0.9)	(0.0)	(0.6)	(0.0)	(0.0)	(1.2)	(0.0)
Aide to push wheelchair	2.9	1.7	1.3	0.0	2.7	1.7	4.2	0.8	0.5
	(2.4)	(1.8)	(1.2)	(0.0)	(1.7)	(1.9)	(2.6)	(1.2)	(0.8)
Rides to places could not otherwise go	5.7	1.1	4.5	3.2	6.9	0.0	4.8	5.9	1.1
	(3.3)	(1.5)	(2.2)	(2.9)	(2.6)	(0.0)	(2.8)	(3.3)	(1.2)
Other	0.0	3.8	5.0	4.7	3.6	0.4	1.9	2.3	4.0
	(0.0)	(2.7)	(2.4)	(3.4)	(1.9)	(1.0)	(1.8)	(2.1)	(2.4)
Number of respondents	93	99	182	75	243	91	121	117	172

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* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Secondary School Achievement	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage receiving grades with secondary school grade point average (GPA) of:*															
3.25 or higher	10.9	9.7	10.3	12.9	9.3	13.2	12.5	11.3	8.6	11.7	12.7	5.7	25.4	5.0	11.6
	(3.0)	(3.5)	(7.7)	(7.2)	(3.6)	(4.9)	(5.7)	(4.6)	(5.0)	(3.6)	(8.6)	(5.8)	(13.1)	(4.9)	(4.0)
2.75 to 3.24	18.9	13.9	21.7	27.6	19.7	17.9	16.1	13.8	31.6	16.0	18.2	36.0	19.9	25.5	16.1
	(3.7)	(4.0)	(10.4)	(9.6)	(4.9)	(5.6)	(6.3)	(5.0)	(8.3)	(4.1)	(10.0)	(12.0)	(12.1)	(9.9)	(4.6)
2.25 to 2.74	20.8	24.3	19.2	14.7	20.8	20.7	19.3	19.6	24.4	21.2	17.7	17.7	27.5	15.0	21.3
	(3.8)	(5.0)	(9.9)	(7.6)	(5.0)	(5.9)	(6.8)	(5.8)	(7.7)	(4.6)	(9.9)	(9.6)	(13.5)	(8.1)	(5.1)
1.75 to 2.24	22.7	22.0	20.6	28.0	22.7	22.7	24.1	21.9	22.6	24.7	15.8	19.4	23.0	24.3	22.8
	(4.0)	(4.8)	(10.2)	(9.6)	(5.2)	(6.1)	(7.3)	(6.0)	(7.5)	(4.8)	(9.5)	(9.9)	(12.7)	(9.7)	(5.3)
1.25 to 1.74	11.6	9.9	21.8	7.4	10.0	13.7	7.7	18.3	3.4	10.7	24.4	4.0	0.0	8.8	12.4
	(3.0)	(3.5)	(10.4)	(5.6)	(3.7)	(5.0)	(4.6)	(5.6)	(3.2)	(3.5)	(11.2)	(4.9)	(0.0)	(6.4)	(4.1)
Less than 1.25	15.1	20.1	6.3	9.4	17.5	11.9	20.3	15.2	9.5	15.7	11.1	17.2	4.2	21.5	15.8
	(3.4)	(4.7)	(6.1)	(6.3)	(4.7)	(4.7)	(6.9)	(5.2)	(5.2)	(4.1)	(8.1)	(9.5)	(6.0)	(9.3)	(4.6)
Number of respondents	253	147	53	39	150	103	70	109	74	175	36	37	24	51	137
Average GPA for students receiving grades:*															
As a whole	2.2	2.1	2.2	2.4	2.2	2.2	2.1	2.1	2.4	2.2	2.2	2.2	2.7	2.1	2.2
	(0.1)	(0.1)	(0.2)	(0.2)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)	(0.2)	(0.3)	(0.2)	(0.2)	(0.1)
In grades 7 or 8	2.0	2.0	---	---	2.0	2.0	2.0	---	---	2.0	---	---	---	---	2.0
	(0.3)	(0.3)			(0.4)	(0.3)	(0.3)			(0.3)					(0.3)
In grades 9 or 10	2.1	2.0	2.3	1.9	2.0	2.1	2.1	2.0	---	2.2	---	---	---	2.0	2.1
	(0.1)	(0.2)	(0.4)	(0.3)	(0.2)	(0.3)	(0.2)	(0.2)		(0.1)				(0.3)	(0.2)
In grades 11 or 12	2.3	2.2	2.2	2.7	2.3	2.4	---	2.3	2.4	2.3	2.2	2.5	---	2.2	2.3
	(0.1)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)		(0.2)	(0.2)	(0.2)	(0.2)	(0.2)		(0.4)	(0.2)
Number of respondents	251	146	53	38	149	102	70	108	73	174	36	36	24	50	137
Percentage receiving grades who received 1 or more failing grades in most recent school year:*															
As a whole	25.7	31.1	12.1	24.6	26.7	24.2	30.3	27.7	17.5	25.2	25.2	31.1	14.1	25.0	26.6
	(3.9)	(5.2)	(7.5)	(9.0)	(5.2)	(6.0)	(7.6)	(6.3)	(6.1)	(4.6)	(10.3)	(11.6)	(8.9)	(8.5)	(5.5)
In grades 7 or 8	27.5	30.1	---	---	46.4	12.7	31.4	---	---	27.7	---	---	---	---	21.3
	(11.6)	(14.6)			(18.4)	(12.1)	(12.7)			(11.6)					(13.5)
In grades 9 or 10	35.5	39.8	13.1	43.9	34.7	37.1	33.6	36.1	---	31.7	---	---	---	41,0	32.3
	(7.3)	(9.3)	(14.5)	(16.1)	(9.0)	(12.6)	(10.4)	(10.2)		(7.6)				(16.8)	(9.7)
In grades 11 or 12	22.4	32.7	7.0	11.3	21.1	23.9	---	26.9	18.2	24.0	23.3	18.2	11.4	14.4	25.1
	(5.9)	(8.3)	(9.5)	(9.7)	(8.1)	(8.5)		(9.4)	(7.4)	(8.5)	(12.9)	(11.0)	(14.3)	(11.7)	(8.0)
Number of respondents	285	163	63	41	170	115	77	116	92	198	45	37	34	67	142

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* See Appendix for percentage of students that had graded classes

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

Secondary School Achievement	Household Income: Under $12,000	Household Income: 12,000-$24,999	Household Income: $25,000 and Over	Ethnicity: Black	Ethnicity: White	Ethnicity: Hispanic	Head of Household's Education: No High School Diploma	Head of Household's Education: High School Diploma	Head of Household's Education: Beyond High School
Percentage receiving grades with secondary school grade point average (GPA) of:*									
3.25 or higher	8.3	15.6	11.3	6.2	15.9	10.7	10.9	13.1	10.9
	(5.8)	(7.0)	(4.6)	(5.8)	(5.1)	(5.8)	(5.7)	(6.0)	(5.4)
2.75 to 3.24	9.0	29.0	22.8	13.5	22.7	12.0	10.3	15.4	28.8
	(6.0)	(8.8)	(6.1)	(8.3)	(5.9)	(6.1)	(5.6)	(6.4)	(7.9)
2.25 to 2.74	22.5	15.2	21.3	27.3	15.7	25.5	15.6	31.0	15.4
	(8.7)	(6.9)	(6.0)	(10.8)	(5.1)	(8.2)	(6.7)	(8.2)	(6.3)
1.75 to 2.24	28.3	21.1	23.1	22.4	23.5	23.7	27.2	22.1	20.9
	(9.4)	(7.9)	(6.2)	(10.1)	(5.9)	(8.0)	(8.2)	(7.4)	(7.0)
1.25 to 1.74	13.6	7.2	9.8	12.6	11.0	8.8	9.8	9.3	11.4
	(7.2)	(5.0)	(4.3)	(8.1)	(4.4)	(5.3)	(5.5)	(5.2)	(5.5)
Less than 1.25	18.4	11.9	11.8	18.1	11.2	19.2	26.2	9.2	12.5
	(8.1)	(6.3)	(4.7)	(9.4)	(4.4)	(7.4)	(8.1)	(5.1)	(5.7)
Number of respondents	45	53	99	35	126	55	59	70	84
Average GPA for students receiving grades:*									
As a whole	1.9	2.5	2.3	2.1	2.4	2.1	1.9	2.3	2.4
	(0.2)	(0.2)	(0.1)	(0.2)	(0.1)	(0.2)	(0.2)	(0.1)	(0.1)
In grades 7 or 8	---	---	---	---	2.0	---	---	---	---
					(0.5)				
In grades 9 or 10	1.9	2.3	2.1	---	2.3	2.1	1.9	2.2	2.1
	(0.3)	(0.3)	(0.2)		(0.2)	(0.3)	(0.3)	(0.2)	(0.3)
In grades 11 or 12	1.9	2.6	2.4	2.2	2.6	2.0	2.0	2.4	2.6
	(0.4)	(0.2)	(0.2)	(0.3)	(0.2)	(0.3)	(0.4)	(0.2)	(0.2)
Number of respondents	45	53	99	35	125	55	59	70	83
Percentage receiving grades who received 1 or more failing grades in most recent school year:*									
As a whole	26.9	26.2	19.8	18.4	20.3	34.0	34.0	21.5	19.1
	(8.7)	(8.2)	(5.4)	(8.4)	(5.2)	(8.8)	(8.2)	(7.1)	(6.2)
In grades 7 or 8	---	---	---	---	31.6	---	---	---	---
	(20.3)	(28.7)	(12.8)		(18.3)				
In grades 9 or 10	33.9	35.3	31.1	---	28.1	31.4	37.5	38.6	31.8
	(16.0)	(14.4)	(11.3)		(10.2)	(15.4)	(14.6)	(13.0)	(14.0)
In grades 11 or 12	32.7	20.8	16.8	11.2	14.3	45.6	38.2	13.3	15.1
	(16.9)	(11.7)	(7.8)	(10.9)	(7.2)	(13.7)	(14.0)	(9.4)	(8.6)
Number of respondents	50	58	116	43	147	57	66	75	101

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* See Appendix for percentage of students that had graded classes.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH OTHER HEALTH IMPAIRMENTS (Continued)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Secondary School Achievement	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Of students that had graded classes in **regular** education, percentage **receiving a failing grade***	28.6	35.9	13.7	25.4	29.8	27.1	30.9	31.1	18.8	27.9	36.0	27.4	26.7	34.8	27.0
	(4.7)	(6.4)	(9.6)	(9.8)	(6.4)	(7.0)	(8.4)	(7.2)	(8.6)	(5.6)	(14.4)	(11.6)	(17.2)	(13.7)	(5.8)
Number of respondents	205	114	43	35	117	88	64	91	50	143	25	34	15	33	125
Of students that had graded classes in **special** education, percentage **receiving a failing grade****	10.3	15.0	4.7	3.9	12.8	6.0	9.0	11.6	9.7	10.8	6.7	12.4	3.2	7.4	10.8
	(3.3)	(4.8)	(5.7)	(5.5)	(4.5)	(4.6)	(5.9)	(5.7)	(5.6)	(3.9)	(7.9)	(13.3)	(4.7)	(5.5)	(5.2)
Number of respondents	192	112	46	22	125	67	50	72	70	140	30	18	30	58	77
Percentage absent from school:															
Fewer than 5 days	30.1	23.7	39.1	36.5	31.5	28.1	40.3	26.4	27.4	28.7	39.7	28.5	23.0	38.2	22.9
	(4.3)	(4.9)	(11.7)	(11.1)	(5.8)	(6.6)	(8.8)	(6.4)	(7.6)	(5.0)	(13.0)	(11.4)	(11.1)	(10.1)	(5.5)
6 to 10 days	15.6	18.2	15.4	5.7	16.9	14.0	17.0	12.6	20.0	15.4	10.9	21.8	20.1	15.8	17.1
	(3.4)	(4.5)	(8.7)	(5.3)	(4.7)	(5.1)	(6.8)	(4.8)	(6.8)	(4.0)	(8.3)	(10.5)	(10.5)	(7.6)	(4.9)
11 to 20 days	27.6	26.5	21.8	38.2	23.5	33.2	21.6	29.9	28.8	26.8	23.1	36.4	29.5	22.8	28.0
	(4.2)	(5.1)	(9.9)	(11.2)	(5.3)	(6.9)	(7.4)	(6.6)	(7.7)	(4.9)	(11.2)	(12.2)	(12.0)	(8.7)	(5.9)
21 to 30 days	11.2	8.7	16.5	14.4	11.3	11.2	7.3	16.6	5.2	12.9	6.0	5.9	9.8	5.6	14.4
	(3.0)	(3.3)	(8.9)	(8.1)	(3.9)	(4.6)	(4.7)	(5.4)	(3.8)	(3.7)	(6.3)	(6.0)	(7.8)	(4.8)	(4.6)
More than 30 days	15.5	22.9	7.2	5.2	16.9	13.4	13.9	14.5	18.6	16.2	20.3	7.5	17.6	17.6	17.5
	(3.4)	(4.9)	(6.2)	(5.1)	(4.7)	(5.0)	(6.2)	(5.1)	(6.6)	(4.1)	(10.7)	(6.7)	(10.0)	(7.9)	(5.0)
Number of respondents	252	148	55	34	150	102	62	108	82	177	35	37	31	57	126

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* See Appendix for percentage of students that had graded classes in regular education.

** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH OTHER HEALTH IMPAIRMENTS (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Secondary School Achievement	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students that had graded classes in regular education, percentage receiving a failing grade*	29.3	29.0	25.7	26.3	24.1	33.1	35.8	27.9	22.2
	(10.0)	(9.5)	(7.1)	(11.9)	(6.6)	(9.8)	(9.6)	(9.0)	(8.0)
Number of respondents	39	45	80	27	105	44	50	54	69
Of students that had graded classes in special education, percentage receiving a failing grade**	10.3	7.0	1.8	4.4	5.6	19.6	14.3	6.4	4.7
	(7.1)	(5.8)	(2.3)	(5.2)	(3.6)	(9.4)	(7.7)	(5.3)	(3.9)
Number of respondents	34	40	77	32	100	35	41	50	73
Percentage absent from school:									
Fewer than 5 days	21.3	21.0	41.1	27.4	31.3	17.8	15.7	36.5	29.2
	(8.7)	(7.7)	(7.4)	(10.8)	(6.4)	(7.3)	(6.5)	(9.1)	(7.6)
6 to 10 days	13.8	17.4	22.1	12.6	21.5	10.0	8.4	26.8	18.6
	(7.3)	(7.2)	(6.2)	(8.1)	(5.7)	(5.8)	(5.0)	(8.4)	(6.5)
11 to 20 days	25.3	33.2	17.2	33.3	23.2	32.3	32.9	21.5	24.2
	(9.2)	(8.9)	(5.7)	(11.4)	(5.8)	(9.0)	(8.4)	(7.8)	(7.1)
21 to 30 days	15.1	15.9	6.3	12.5	11.5	10.6	9.2	5.0	19.1
	(7.6)	(7.0)	(3.7)	(8.0)	(4.4)	(5.9)	(5.2)	(4.1)	(6.5)
More than 30 days	24.4	12.6	13.2	14.2	12.5	29.2	33.9	10.1	9.0
	(9.1)	(6.3)	(5.1)	(8.5)	(4.6)	(8.7)	(8.5)	(5.7)	(4.7)
Number of respondents	44	54	96	35	128	53	62	62	89

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* See Appendix for percentage of students that had graded classes in regular education.

** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Secondary School Achievement	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Average days absent:															
As a whole	16.2	19.1	12.3	13.6	16.2	16.3	14.3	16.9	16.8	16.7	17.0	13.0	18.0	14.7	17.9
	(1.5)	(2.0)	(3.5)	(2.7)	(2.0)	(2.3)	(3.2)	(2.1)	(2.7)	(1.8)	(5.3)	(2.9)	(4.2)	(3.2)	(2.1)
In grades 7 or 8	21.1	24.7	---	---	22.3	20.3	22.7	---	---	21.3	---	---	---	---	19.6
	(5.5)	(6.2)			(8.9)	(6.9)	(6.2)			(5.5)					(6.1)
In grades 9 or 10	14.7	15.0	13.4	---	15.4	13.3	8.8	18.0	---	14.0	---	---	---	12.9	15.6
	(2.3)	(2.9)	(5.2)		(2.9)	(3.6)	(2.4)	(3.3)		(2.2)				(4.7)	(3.2)
In grades 11 or 12	16.4	20.3	10.8	11.4	16.5	16.2	---	16.7	16.1	18.9	14.7	12.1	---	21.4	18.6
	(2.4)	(3.3)	(5.6)	(2.8)	(3.4)	(3.3)		(3.5)	(3.2)	(3.4)	(6.2)	(2.8)		(6.5)	(3.3)
Ungraded	14.7	16.3	---	---	13.3	---	---	---	21.3	13.3	---	---	---	---	---
	(3.7)	(5.2)			(4.3)				(6.2)	(3.7)					
Number of respondents	250	147	55	33	149	101	62	107	81	176	35	36	31	56	126
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	23.6	26.3	31.8	6.4	32.4	11.5	26.6	16.3	34.8	27.1	12.8	13.0	33.7	51.4	15.1
	(4.6)	(5.6)	(13.7)	(6.8)	(6.7)	(5.3)	(9.3)	(6.0)	(9.1)	(5.6)	(9.3)	(11.9)	(14.1)	(11.9)	(5.2)
Number of respondents	190	124	33	23	111	79	42	84	64	136	32	19	24	41	103
Percentage taking minimum competency tests that:															
Failed	21.6	34.3	0.5	6.4	23.6	19.4	40.6	16.4	17.5	28.3	0.5	---	---	18.8	26.8
	(5.5)	(7.4)	(2.9)	(7.1)	(8.1)	(7.3)	(12.3)	(7.1)	(9.7)	(7.0)	(2.4)			(15.5)	(7.3)
Passed in part	37.8	26.0	75.5	38.5	42.1	33.4	41.3	45.9	16.6	42.4	24.8	---	---	36.2	37.5
	(6.4)	(6.9)	(17.6)	(14.2)	(9.4)	(8.7)	(12.3)	(9.5)	(9.5)	(7.7)	(14.4)			(19.1)	(7.9)
Passed fully	40.6	39.7	24.0	55.2	34.2	47.2	18.1	37.7	65.9	29.3	74.6	---	---	45.1	35.7
	(6.5)	(7.7)	(17.4)	(14.5)	(9.0)	(9.2)	(9.6)	(9.2)	(12.2)	(7.1)	(14.5)			(19.7)	(7.9)
Number of respondents	123	80	19	21	64	59	31	58	34	88	20	13	13	16	73

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* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Secondary School Achievement	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average days absent:									
As a whole	20.2 (3.6)	16.3 (2.5)	12.9 (2.3)	15.6 (3.6)	14.7 (2.1)	22.7 (3.4)	24.0 (3.3)	12.3 (2.7)	14.7 (2.2)
In grades 7 or 8	---	---	---	---	17.5 (8.3)	---	---	---	---
In grades 9 or 10	---	13.6 (3.5)	13.1 (4.2)	---	15.1 (3.4)	16.7 (5.6)	21.2 (5.4)	7.6 (2.8)	17.1 (3.6)
In grades 11 or 12	---	16.9 (4.0)	14.4 (3.6)	22.1 (6.8)	13.2 (3.0)	23.4 (4.7)	23.8 (5.3)	16.2 (4.6)	15.0 (3.7)
Ungraded	---	---	12.5 (5.3)	---	15.5 (5.4)	---	---	---	13.8 (5.4)
Number of respondents	44	54	96	35	127	53	62	62	88
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	16.1 (9.1)	13.2 (7.4)	33.1 (7.5)	39.0 (12.2)	24.4 (6.7)	14.9 (8.3)	25.9 (9.2)	14.8 (7.5)	32.4 (8.4)
Number of respondents	32	40	81	31	100	37	46	47	75
Percentage taking minimum competency tests that:									
Failed	44.6 (14.4)	17.5 (9.2)	4.3 (4.1)	36.4 (16.9)	11.1 (5.9)	45.8 (13.1)	49.3 (13.3)	23.3 (10.1)	5.8 (5.4)
Passed in part	36.5 (14.0)	38.0 (11.8)	46.0 (10.0)	28.4 (15.9)	43.0 (9.4)	28.2 (11.8)	21.3 (10.9)	35.5 (11.4)	54.0 (11.6)
Passed fully	18.9 (11.4)	44.5 (12.1)	49.7 (10.0)	35.2 (16.8)	45.9 (9.5)	26.0 (11.5)	29.4 (12.1)	41.2 (11.8)	40.2 (11.4)
Number of respondents	22	32	49	17	65	27	28	36	44

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* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 37A: SECONDARY SCHOOL COMPLETION OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
School Completion	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage out-of-school youth who:*															
Graduated	65.4	67.4	84.0	79.3	68.4	62.8	---	66.1	69.2	---	72.1	60.2	55.7	56.3	70.1
	(6.2)	(9.1)	(13.8)	(11.8)	(8.6)	(8.9)		(12.6)	(7.0)		(8.6)	(8.7)	(18.4)	(15.0)	(8.1)
Dropped out	25.2	15.0	15.4	20.7	18.3	31.3	---	31.2	18.6	---	19.4	29.8	21.6	28.5	23.1
	(5.7)	(6.9)	(13.5)	(11.8)	(7.1)	(8.5)		(12.3)	(5.9)		(7.6)	(8.1)	(15.2)	(13.7)	(7.5)
Were suspended expelled	0.7	2.1	0.0	0.0	0.0	1.3	---	2.8	0.0	---	1.5	0.0	0.0	0.0	1.3
	(1.1)	(2.8)	(0.0)	(0.0)	(0.0)	(2.1)		(4.4)	(0.0)		(2.4)	(0.0)	(0.0)	(0.0)	(2.0)
Reached age limit	8.7	15.5	0.6	0.0	13.3	4.7	---	0.0	12.2	---	7.0	10.0	22.7	15.2	5.5
	(3.7)	(7.0)	(2.9)	(0.0)	(6.3)	(3.9)		(0.0)	(5.0)		(4.9)	(5.3)	(15.5)	(10.8)	(4.1)
Number of respondents	142	64	21	20	73	69	5	29	108	0	66	76	25	27	70
Percentage of graduates receiving a regular diploma	88.3	79.6	---	---	85.0	91.1	---	---	91.1	---	86.9	95.2	---	---	88.0
	(6.6)	(10.5)			(11.4)	(7.7)			(6.8)		(10.2)	(6.6)			(9.6)
Number of respondents	53	30	12	11	23	30	0	9	44	0	27	25	5	12	25
Percentage of dropouts whose parents reported they left school because:															
Not doing well in school	8.9	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(10.7)														
Didn't like school/bored	19.6	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(14.9)														
Had behavior problems	4.9	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(8.1)														
Needed/found a job	0.0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(0.0)														
Got married/had a child	2.0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(5.3)														
Didn't get into program wanted	0.0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(0.0)														
Illness or disability	49.1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(18.8)														
Moved	0.0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(0.0)														
Friends were dropping out	0.0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(0.0)														
Other	18.5	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(14.6)														
Number of respondents	16	4	3	3	8	8	4	6	6	0	8	8	3	3	10
Percentage of dropouts expected by parents to finish secondary school	46.0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(19.4)														
Number of respondents	15	3	3	3	7	8	5	6	4	0	7	3	3	2	10

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* See Appendix for percentage of youth who were out of secondary school.

Source: Parent interviews and students' school records.

Table 37B: SECONDARY SCHOOL COMPLETION OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
School Completion	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage out-of-school youth who:*									
Graduated	65.3	73.3	59.7	72.3	62.0	52.5	48.3	75.1	60.8
	(13.3)	(11.5)	(10.3)	(13.2)	(8.9)	(16.1)	(13.5)	(10.3)	(11.5)
Dropped out	24.7	21.3	24.6	10.7	30.0	37.0	41.7	17.4	24.2
	(12.1)	(10.6)	(9.1)	(9.1)	(8.4)	(15.5)	(13.3)	(9.0)	(10.1)
Were suspended expelled	0.0	2.9	0.0	3.2	0.0	0.0	2.8	0.0	0.0
	(0.0)	(4.3)	(0.0)	(5.2)	(0.0)	(0.0)	(4.5)	(0.0)	(0.0)
Reached age limit	10.0	2.6	15.7	13.8	8.0	10.4	7.2	7.4	15.1
	(8.4)	(4.1)	(7.7)	(10.1)	(5.0)	(9.8)	(7.0)	(6.2)	(8.4)
Number of respondents	27	30	55	26	77	22	30	44	48
Percentage of graduates receiving a regular diploma	---	---	75.2	---	84.3	---	---	93.7	82.9
			(13.4)		(10.2)			(9.1)	(14.0)
Number of respondents	7	11	22	6	32	7	8	16	18
Percentage of dropouts whose parents reported they left school because:									
Not doing well in school	---	---	---	---	---	---	---	---	---
Didn't like school/bored	---	---	---	---	---	---	---	---	---
Had behavior problems	---	---	---	---	---	---	---	---	---
Needed/found a job	---	---	---	---	---	---	---	---	---
Got married/had a child	---	---	---	---	---	---	---	---	---
Didn't get into program wanted	---	---	---	---	---	---	---	---	---
Illness or disability	---	---	---	---	---	---	---	---	---
Moved	---	---	---	---	---	---	---	---	---
Friends were dropping out	---	---	---	---	---	---	---	---	---
Other	---	---	---	---	---	---	---	---	---
Number of respondents	2	3	10	3	10	3	7	3	6
Percentage of dropouts expected by parents to finish secondary school	---	---	---	---	---	---	---	---	---
Number of respondents	2	1	9	3	10	2	5	4	6

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* See Appendix for percentage of youth who were out of secondary school

Source: Parent interviews and students' school records

Table 38A: RESIDENTIAL INDEPENDENCE OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Residential Independence Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage living:															
With parent(s)	90.4	94.0	88.8	89.5	92.6	87.7	95.8	93.5	80.7	95.4	85.3	70.8	84.6	90.3	92.4
	(2.1)	(2.2)	(6.5)	(6.1)	(2.5)	(3.5)	(2.5)	(2.9)	(5.2)	(1.8)	(6.8)	(8.5)	(7.1)	(4.7)	(2.5)
Alone	1.1	0.1	0.4	2.8	1.1	1.2	0.0	0.0	3.7	0.0	0.0	7.3	0.0	0.6	1.7
	(0.8)	(0.3)	(1.3)	(3.3)	(1.0)	(1.2)	(0.0)	(0.0)	(2.5)	(0.0)	(0.0)	(4.9)	(0.0)	(1.2)	(1.2)
With spouse/roommate	1.7	0.2	3.4	2.0	0.0	3.9	1.5	0.0	4.4	0.5	0.4	8.5	0.0	0.5	2.1
	(0.9)	(0.4)	(3.7)	(2.8)	(0.0)	(2.1)	(1.5)	(0.0)	(2.7)	(0.6)	(1.2)	(5.3)	(0.0)	(1.2)	(1.3)
With other family member	2.7	2.9	0.8	2.3	0.5	5.4	0.7	3.4	3.7	0.8	9.3	6.0	3.3	1.7	2.6
	(1.2)	(1.5)	(1.9)	(3.0)	(0.7)	(2.4)	(1.0)	(2.1)	(2.5)	(0.8)	(5.6)	(4.5)	(3.5)	(2.0)	(1.5)
In a residential/boarding school (not a college)	1.4	1.6	2.7	0.0	2.4	0.1	0.0	2.5	1.2	1.8	0.4	0.4	6.9	2.2	0.0
	(0.8)	(1.1)	(3.3)	(0.0)	(1.5)	(0.4)	(0.0)	(1.9)	(1.4)	(1.1)	(1.2)	(1.2)	(5.0)	(2.3)	(0.0)
In a college dormitory	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
In a group home	2.2	0.8	3.3	3.4	2.5	1.8	1.3	0.4	5.4	1.5	4.1	3.9	5.2	4.6	0.8
	(1.0)	(0.8)	(3.7)	(3.6)	(1.5)	(1.4)	(1.4)	(0.8)	(3.0)	(1.0)	(3.8)	(3.7)	(4.4)	(3.3)	(0.8)
In a mental health facility or hospital/institution for the disabled	0.3	0.4	0.5	0.0	0.5	0.0	0.7	0.2	0.0	0.0	0.5	1.4	0.0	0.0	0.0
	(0.4)	(0.6)	(1.4)	(0.0)	(0.7)	(0.0)	(1.0)	(0.5)	(0.0)	(0.0)	(1.3)	(2.2)	(0.0)	(0.0)	(0.0)
In a correctional facility	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Other	0.3	0.0	0.0	0.0	0.5	0.0	0.0	0.0	0.8	0.0	0.0	1.6	0.0	0.0	0.4
	(0.4)	(0.0)	(0.0)	(0.0)	(0.6)	(0.0)	(0.0)	(0.0)	(1.2)	(0.0)	(0.0)	(2.4)	(0.0)	(0.0)	(0.6)
Number of respondents	440	242	74	49	251	189	138	155	147	301	67	69	65	98	250
Percentage of institutionalized youth who have been in institutions:															
Less than 6 months	4.4	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(8.6)														
6 to 12 months	38.1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(20.4)														
13 to 36 months	18.6	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(16.4)														
> 36 months	39.0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(20.5)														
Number of respondents	16	6	4	2	13	3	3	2	11	6	4	6	6	6	1
Percentage making alterations to home to accommodate disability	3.8	2.6	4.0	6.4	3.3	4.3	0.7	2.9	8.2	2.6	4.0	9.4	12.9	3.7	1.7
	(1.4)	(1.5)	(4.0)	(4.9)	(1.8)	(2.3)	(1.1)	(2.0)	(3.7)	(1.4)	(3.9)	(5.8)	(6.6)	(3.0)	(1.2)
Number of respondents	410	236	71	47	235	175	129	146	135	287	63	60	64	98	245

Source: Parent interviews.

Table 38B: RESIDENTIAL INDEPENDENCE OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

Residential Independence Characteristics	Household Income: Under $12,000	Household Income: 12,000-$24,999	Household Income: $25,000 and Over	Ethnicity: Black	Ethnicity: White	Ethnicity: Hispanic	Head of Household's Education: No High School Diploma	Head of Household's Education: High School Diploma	Head of Household's Education: Beyond High School
Percentage living:									
With parent(s)	91.0	91.5	93.3	89.0	87.9	96.9	95.4	86.2	91.6
	(4.1)	(4.0)	(2.7)	(5.0)	(3.3)	(2.5)	(2.7)	(4.8)	(3.3)
Alone	1.3	2.3	0.4	2.6	1.1	0.0	0.2	1.7	1.8
	(1.6)	(2.1)	(0.7)	(2.6)	(1.1)	(0.0)	(0.5)	(1.8)	(1.6)
With spouse/roommate	1.4	3.6	0.2	2.2	1.7	0.2	0.5	2.8	1.3
	(1.7)	(2.6)	(0.5)	(2.3)	(1.3)	(0.7)	(0.9)	(2.3)	(1.4)
With other family member	4.7	2.1	0.7	5.2	2.1	2.4	2.2	5.7	1.0
	(3.0)	(2.1)	(0.9)	(3.6)	(1.4)	(2.2)	(1.9)	(3.2)	(1.2)
In a residential/boarding school (not a college)	1.3	0.4	1.7	0.9	2.3	0.0	0.3	2.1	1.1
	(1.6)	(0.9)	(1.4)	(1.5)	(1.5)	(0.0)	(0.7)	(2.0)	(1.2)
In a college dormitory	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
In a group home	0.3	0.0	2.8	0.0	3.9	0.4	1.4	1.5	2.5
	(0.8)	(0.0)	(1.8)	(0.0)	(2.0)	(0.9)	(1.5)	(1.7)	(1.9)
In a mental health facility or hospital/institution for the disabled	0.0	0.0	0.0	0.0	0.5	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.7)	(0.0)	(0.0)	(0.0)	(0.0)
In a correctional facility	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Other	0.0	0.0	0.9	0.0	0.5	0.0	0.0	0.0	0.7
	(0.0)	(0.0)	(1.0)	(0.0)	(0.7)	(0.0)	(0.0)	(0.0)	(1.0)
Number of respondents	93	99	183	78	249	92	121	117	173
Percentage of institutionalized youth who have been in institutions:									
Less than 6 months	---	---	---	---	4.6	---	---	---	---
					(9.1)				
6 to 12 months	---	---	---	---	39.8	---	---	---	---
					(21.4)				
13 to 36 months	---	---	---	---	19.4	---	---	---	---
					(17.3)				
> 36 months	---	---	---	---	36.2	---	---	---	---
					(21.0)				
Number of respondents	1	0	8	0	15	1	1	3	8
Percentage making alterations to home to accommodate disability	3.7	1.9	4.5	4.2	4.1	2.9	4.6	4.2	2.8
	(2.8)	(2.0)	(2.2)	(3.4)	(2.1)	(2.5)	(2.7)	(2.8)	(2.0)
Number of respondents	89	96	180	72	237	89	119	113	169

Source: Parent interviews.

Table 39A: HOME-CARE INDEPENDENCE OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Home-Care Independence	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage fixing own breakfast or lunch:															
Always	31.9	37.6	27.9	17.5	27.6	37.2	36.9	23.9	39.1	30.8	27.7	43.6	13.1	21.6	38.1
	(3.6)	(4.3)	(9.6)	(7.8)	(4.7)	(5.6)	(6.2)	(5.4)	(7.4)	(4.1)	(9.6)	(11.8)	(7.2)	(7.0)	(4.7)
Usually	22.0	14.7	22.0	43.6	22.2	21.7	17.5	26.5	19.9	22.2	19.8	22.8	8.3	21.6	25.0
	(3.2)	(3.1)	(8.8)	(10.2)	(4.3)	(4.8)	(4.9)	(5.6)	(6.0)	(3.7)	(8.5)	(10.0)	(5.9)	(7.0)	(4.2)
Sometimes	35.5	36.6	41.4	28.3	38.1	32.3	36.6	38.2	29.7	36.4	44.1	20.9	29.0	41.2	35.8
	(3.7)	(4.2)	(10.5)	(9.3)	(5.1)	(5.4)	(6.2)	(6.1)	(6.9)	(4.3)	(10.6)	(9.6)	(9.8)	(8.4)	(4.7)
Never	10.6	11.1	8.6	10.6	12.1	8.7	9.0	11.4	11.4	10.7	8.4	12.6	49.6	15.6	1.1
	(2.4)	(2.8)	(6.0)	(6.3)	(3.4)	(3.3)	(3.7)	(4.0)	(4.8)	(2.8)	(5.9)	(7.9)	(10.7)	(6.2)	(1.0)
Number of respondents	371	258	67	46	213	158	125	140	106	276	52	43	52	82	229
Percentage buying items from a store on his/her own:															
Always	21.9	27.0	9.2	15.0	19.8	24.5	20.3	21.6	24.3	18.9	25.1	38.6	2.5	12.1	27.7
	(3.2)	(3.9)	(6.2)	(7.4)	(4.2)	(5.1)	(5.2)	(5.2)	(6.6)	(3.5)	(9.3)	(11.7)	(3.4)	(5.6)	(4.4)
Usually	18.2	13.4	13.0	35.9	16.4	20.4	22.7	16.6	15.2	19.0	11.5	20.2	11.6	25.1	17.7
	(3.0)	(3.0)	(7.2)	(9.9)	(3.9)	(4.7)	(5.4)	(4.7)	(5.5)	(3.5)	(6.8)	(9.7)	(6.9)	(7.4)	(3.7)
Sometimes	40.3	41.0	47.0	33.9	37.3	44.2	42.7	42.9	33.0	41.3	49.0	24.5	18.9	40.9	45.1
	(3.8)	(4.3)	(10.6)	(9.8)	(5.1)	(5.8)	(6.4)	(6.3)	(7.2)	(4.4)	(10.7)	(10.4)	(8.5)	(8.4)	(4.9)
Never	19.6	18.6	30.7	15.3	26.5	10.8	14.4	18.8	27.5	20.9	14.4	16.7	67.0	21.9	9.5
	(3.1)	(3.4)	(9.8)	(7.4)	(4.6)	(3.6)	(4.5)	(5.0)	(6.8)	(3.6)	(7.5)	(9.0)	(10.2)	(7.0)	(2.9)
Number of respondents	368	255	67	46	213	155	126	138	104	274	52	42	51	82	227
Percentage doing laundry:															
Always	19.2	23.3	17.1	8.6	12.6	27.5	20.0	17.6	21.0	17.9	26.2	21.1	0.0	6.6	26.8
	(3.1)	(3.7)	(8.0)	(5.8)	(3.5)	(5.2)	(5.2)	(4.8)	(6.2)	(3.4)	(9.4)	(9.7)	(0.0)	(4.2)	(4.3)
Usually	9.0	10.1	0.9	11.0	5.0	14.0	6.7	9.7	10.7	7.3	8.6	20.2	1.7	4.8	11.4
	(2.2)	(2.7)	(2.1)	(6.4)	(2.3)	(4.0)	(3.2)	(3.7)	(4.7)	(2.3)	(6.0)	(9.5)	(2.8)	(3.7)	(3.1)
Sometimes	30.4	28.8	31.1	34.8	30.0	30.9	28.1	34.7	26.2	29.9	32.7	31.5	22.2	27.4	33.1
	(3.6)	(4.0)	(9.9)	(9.8)	(4.8)	(5.4)	(5.8)	(6.0)	(6.6)	(4.1)	(10.0)	(11.0)	(8.9)	(7.6)	(4.6)
Never	41.3	37.8	50.8	45.6	52.4	27.6	45.2	38.0	42.1	44.9	32.5	27.3	76.2	61.2	28.7
	(3.8)	(4.3)	(10.7)	(10.3)	(5.2)	(5.2)	(6.4)	(6.1)	(7.5)	(4.4)	(10.0)	(10.6)	(9.2)	(8.3)	(4.4)
Number of respondents	370	257	67	46	212	158	125	139	106	275	52	43	52	82	228

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39B: HOME-CARE INDEPENDENCE OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Home-Care Independence	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage fixing own breakfast or lunch:									
Always	33.2 (7.1)	23.9 (6.3)	37.4 (5.4)	33.3 (8.2)	31.3 (5.1)	34.0 (7.1)	28.0 (6.0)	39.5 (7.2)	30.8 (5.8)
Usually	22.2 (6.3)	25.6 (6.4)	24.3 (4.8)	19.6 (6.9)	28.1 (5.0)	13.1 (5.0)	18.8 (5.2)	24.8 (6.3)	23.4 (5.4)
Sometimes	36.0 (7.3)	34.1 (7.0)	29.8 (5.1)	43.0 (8.6)	30.8 (5.1)	36.7 (7.2)	39.4 (6.6)	30.8 (6.8)	33.9 (6.0)
Never	8.6 (4.2)	16.3 (5.4)	8.5 (3.1)	4.1 (3.4)	9.8 (3.3)	16.2 (5.5)	13.8 (4.6)	4.9 (3.2)	11.9 (4.1)
Number of respondents	82	92	165	65	208	86	111	104	154
Percentage buying items from a store on his/her own:									
Always	26.6 (6.7)	20.0 (5.9)	17.7 (4.3)	24.9 (7.5)	15.8 (4.1)	33.7 (7.1)	26.7 (6.0)	25.5 (6.4)	14.4 (4.5)
Usually	21.8 (6.3)	13.2 (5.0)	17.7 (4.3)	15.0 (6.2)	23.1 (4.7)	12.1 (4.9)	17.5 (5.1)	18.8 (5.7)	18.8 (5.0)
Sometimes	36.9 (7.3)	43.7 (7.3)	44.4 (5.6)	43.0 (8.6)	39.6 (5.4)	37.5 (7.2)	39.9 (6.6)	35.9 (7.0)	44.0 (6.3)
Never	14.7 (5.4)	23.1 (6.2)	20.2 (4.5)	17.1 (6.5)	21.6 (4.6)	16.8 (5.5)	15.9 (4.9)	19.8 (5.8)	22.8 (5.4)
Number of respondents	81	91	164	65	206	85	110	104	152
Percentage doing laundry:									
Always	20.5 (6.2)	19.0 (5.8)	18.9 (4.4)	26.4 (7.6)	15.0 (3.9)	22.1 (6.2)	15.2 (4.8)	26.8 (6.5)	18.0 (4.9)
Usually	10.6 (4.7)	12.8 (4.9)	6.4 (2.7)	17.4 (6.6)	4.6 (2.3)	12.6 (5.0)	13.3 (4.6)	7.8 (3.9)	5.5 (2.9)
Sometimes	32.1 (7.1)	28.1 (6.6)	30.9 (5.2)	33.1 (8.1)	33.9 (5.2)	20.6 (6.1)	28.2 (6.0)	31.3 (6.8)	32.7 (6.0)
Never	36.8 (7.4)	40.2 (7.2)	43.9 (5.5)	23.1 (7.3)	46.5 (5.5)	44.7 (7.5)	43.3 (6.7)	34.1 (6.9)	43.8 (6.3)
Number of respondents	81	91	165	65	208	85	111	104	153

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39A: HOME-CARE INDEPENDENCE OF YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Home-Care Independence	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage straightening up own living area:															
Always	42.2	48.7	36.4	26.5	35.6	50.6	43.3	38.9	46.1	40.7	50.9	43.0	19.5	40.1	46.5
	(3.8)	(4.4)	(10.3)	(9.1)	(5.0)	(5.8)	(6.4)	(6.2)	(7.5)	(4.4)	(10.7)	(11.7)	(8.5)	(8.3)	(4.9)
Usually	16.1	12.0	12.2	31.0	15.8	16.5	10.0	22.1	14.0	16.8	16.1	11.7	17.6	16.2	16.3
	(2.9)	(2.9)	(7.0)	(9.5)	(3.8)	(4.3)	(3.9)	(5.2)	(5.2)	(3.3)	(7.9)	(7.6)	(8.2)	(6.3)	(3.6)
Sometimes	32.6	28.8	44.2	36.4	37.7	26.1	38.8	31.0	27.6	32.2	28.0	40.0	31.5	31.9	33.3
	(3.6)	(4.0)	(10.6)	(9.9)	(5.1)	(5.1)	(6.3)	(5.9)	(6.8)	(4.2)	(9.6)	(11.6)	(10.0)	(7.9)	(4.6)
Never	9.1	10.5	7.2	6.2	10.9	6.9	8.0	8.1	12.2	10.3	5.0	5.4	31.4	11.8	3.8
	(2.2)	(2.7)	(5.5)	(5.0)	(3.2)	(3.0)	(3.5)	(3.4)	(5.0)	(2.7)	(4.7)	(5.4)	(10.0)	(5.5)	(1.9)
Number of respondents	371	258	67	46	214	157	126	139	106	276	52	43	52	82	229
Average overall home-care independence score:*															
4 to 8	32.2	31.3	41.5	28.7	37.7	25.4	31.5	30.4	36.0	33.6	28.3	27.3	75.1	35.7	22.6
	(3.7)	(4.1)	(10.5)	(9.3)	(5.1)	(5.1)	(6.0)	(5.9)	(7.3)	(4.3)	(9.6)	(10.7)	(9.3)	(8.2)	(4.1)
9 to 12	42.8	39.4	42.0	53.4	46.1	38.7	45.8	45.0	35.5	44.7	44.0	28.8	24.9	54.3	43.4
	(3.9)	(4.3)	(10.5)	(10.3)	(5.3)	(5.7)	(6.5)	(6.3)	(7.3)	(4.5)	(10.6)	(10.9)	(9.3)	(8.5)	(4.9)
13 to 15	19.9	22.0	16.5	15.7	14.5	26.6	19.7	21.7	17.1	18.1	19.3	31.9	0.0	9.9	26.8
	(3.1)	(3.7)	(7.9)	(7.5)	(3.7)	(5.2)	(5.2)	(5.3)	(5.8)	(3.5)	(8.4)	(11.2)	(0.0)	(5.1)	(4.4)
16	5.1	7.3	0.1	2.2	1.7	9.4	2.9	2.9	11.4	3.6	8.4	11.9	0.0	0.0	7.2
	(1.7)	(2.3)	(0.6)	(3.0)	(1.4)	(3.4)	(2.2)	(2.1)	(4.9)	(1.7)	(5.9)	(7.8)	(0.0)	(0.4)	(2.6)
Number of respondents	365	252	67	46	210	155	124	137	104	271	52	42	51	82	224

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* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39B: HOME-CARE INDEPENDENCE OF YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Home-Care Independence	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage straightening up own living area:									
Always	44.6	41.7	39.4	54.9	33.4	49.8	51.3	38.1	35.7
	(7.5)	(7.3)	(5.5)	(8.6)	(5.2)	(7.4)	(6.7)	(7.1)	(6.1)
Usually	13.4	16.6	21.5	15.0	22.1	6.5	7.7	25.2	18.3
	(5.2)	(5.5)	(4.6)	(6.2)	(4.6)	(3.7)	(3.6)	(6.4)	(4.9)
Sometimes	31.4	32.5	32.3	22.4	39.0	27.7	33.8	30.0	32.9
	(7.0)	(6.9)	(5.2)	(7.2)	(5.4)	(6.6)	(6.4)	(6.7)	(5.9)
Never	10.5	9.2	6.8	7.7	5.5	16.0	7.2	6.6	13.1
	(4.6)	(4.3)	(2.8)	(4.6)	(2.5)	(5.4)	(3.5)	(3.6)	(4.3)
Number of respondents	82	91	165	65	207	87	111	104	154
Average overall home-care independence score:*									
4 to 8	28.3	34.1	30.3	24.7	32.9	33.9	29.5	23.0	40.9
	(6.9)	(7.0)	(5.2)	(7.5)	(5.2)	(7.2)	(6.2)	(6.2)	(6.3)
9 to 12	39.5	42.5	51.2	43.7	48.1	32.5	45.3	46.2	38.4
	(7.5)	(7.3)	(5.6)	(8.6)	(5.6)	(7.2)	(6.8)	(7.3)	(6.2)
13 to 15	24.6	19.8	13.9	20.3	16.3	27.9	19.9	25.2	16.1
	(6.6)	(5.9)	(3.9)	(7.0)	(4.1)	(6.9)	(5.4)	(6.4)	(4.7)
16	7.6	3.6	4.6	11.3	2.7	5.7	5.3	5.7	4.7
	(4.1)	(2.8)	(2.4)	(5.5)	(1.8)	(3.5)	(3.0)	(3.4)	(2.7)
Number of respondents	80	90	164	65	206	82	108	104	151

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* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 40A: FINANCIAL INDEPENDENCE OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Financial Independence	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage of in-school youth receiving allowance or other money they control	59.3	50.5	59.1	84.0	60.2	58.1	60.2	62.1	47.2	59.3	---	---	33.3	71.2	59.2
	(4.3)	(5.4)	(11.6)	(8.8)	(5.7)	(6.7)	(6.3)	(6.5)	(12.2)	(4.3)			(12.1)	(8.4)	(5.5)
Number of respondents	291	175	54	33	172	119	126	123	42	291	0	0	38	71	176
Percentage of out-of-school youth who had:															
Savings account	50.3	40.9	---	---	63.4	37.0	---	---	48.5	---	42.4	56.4	45.5	47.0	53.0
	(8.1)	(10.1)			(11.0)	(11.2)			(9.4)		(12.7)	(10.9)	(18.6)	(17.0)	(10.7)
Checking account	13.1	7.4	---	---	1.8	24.4	---	---	14.0	---	16.2	10.6	14.3	24.7	9.3
	(5.5)	(5.4)			(3.0)	(9.9)			(6.5)		(9.5)	(6.8)	(13.0)	(14.7)	(6.2)
Other investments	0.0	0.0	---	---	0.0	0.0	---	---	0.0	---	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)			(0.0)	(0.0)			(0.0)		(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Credit card in own name	8.9	3.4	---	---	12.4	5.3	---	---	12.1	---	0.0	15.9	1.6	0.0	14.2
	(4.6)	(3.8)			(7.5)	(5.3)			(6.1)		(0.0)	(8.1)	(4.7)	(0.0)	(7.6)
None of these	36.3	50.9	---	---	34.1	38.5	---	---	37.0	---	41.3	32.3	38.6	28.3	37.7
	(7.8)	(10.3)			(10.8)	(11.2)			(9.0)		(12.7)	(10.3)	(18.1)	(15.3)	(10.4)
Number of respondents	85	47	14	8	45	40	2	13	70	0	37	48	18	21	46
Percentage of out-of-school youth living independently who received financial support from family for living expenses	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	14	7	4	1	6	8	0	0	14	0	4	10	5	6	3

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 40B: FINANCIAL INDEPENDENCE OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Financial Independence	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of in-school youth receiving allowance or other money they control	55.8	50.6	77.4	56.3	72.6	31.7	48.6	63.2	70.0
	(8.4)	(8.6)	(5.4)	(9.9)	(5.5)	(7.9)	(7.5)	(8.4)	(6.5)
Number of respondents	66	67	127	50	166	67	90	73	123
Percentage of out-of-school youth who had:									
Savings account	24.3	64.9	70.7	23.1	63.0	---	35.2	38.6	71.2
	(14.0)	(16.4)	(10.0)	(14.0)	(10.6)		(17.0)	(13.1)	(11.6)
Checking account	18.2	13.1	8.4	3.9	17.9	---	25.0	14.5	4.5
	(12.6)	(11.6)	(6.1)	(6.4)	(8.4)		(15.5)	(9.4)	(5.3)
Other investments	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
Credit card in own name	0.0	12.2	17.6	1.5	12.3	---	6.4	3.6	16.1
	(0.0)	(11.2)	(8.3)	(4.1)	(7.2)		(9.0)	(5.0)	(9.4)
None of these	57.5	21.9	19.7	71.5	19.1	---	39.8	46.1	24.2
	(16.1)	(14.2)	(8.7)	(15.0)	(8.6)		(17.5)	(13.4)	(11.0)
Number of respondents	17	17	44	18	52	12	15	31	38
Percentage of out-of-school youth living independently who received financial support from family for living expenses	---	---	---	---	---	---	---	---	---
Number of respondents	2	2	9	2	10	2	3	3	8

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 41A: SOCIAL EXPERIENCES OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Social Experiences	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage getting together with **friends**:															
Less than once a week	26.1	26.6	18.1	24.1	26.5	25.5	27.1	20.8	32.5	27.8	14.7	27.7	56.9	37.1	14.5
	(3.3)	(4.1)	(8.1)	(8.9)	(4.4)	(4.9)	(5.7)	(5.0)	(6.4)	(3.9)	(7.1)	(9.0)	(9.8)	(7.7)	(3.4)
Once a week	18.7	19.2	28.8	17.4	16.7	21.2	23.5	15.6	18.1	19.3	24.1	11.2	19.9	17.5	19.6
	(2.9)	(3.7)	(9.5)	(7.9)	(3.7)	(4.6)	(5.4)	(4.5)	(5.3)	(3.5)	(8.6)	(6.4)	(7.9)	(6.0)	(3.8)
2 to 3 times a week	22.3	24.1	16.7	29.8	22.1	22.5	24.8	22.8	19.0	21.4	22.7	26.6	13.1	21.3	25.3
	(3.1)	(4.0)	(7.8)	(9.5)	(4.2)	(4.7)	(5.5)	(5.1)	(5.4)	(3.6)	(8.4)	(8.9)	(6.7)	(6.5)	(4.2)
4 to 5 times a week	12.3	9.5	17.8	15.8	11.7	13.1	9.0	14.0	13.2	11.2	17.3	13.6	6.3	9.8	14.3
	(2.4)	(2.7)	(8.0)	(7.6)	(3.2)	(3.8)	(3.6)	(4.3)	(4.6)	(2.8)	(7.6)	(6.9)	(4.8)	(4.7)	(3.3)
More than 5 times a week	20.6	20.7	18.6	13.0	23.0	17.6	15.6	26.7	17.1	20.5	21.2	21.0	3.8	14.3	26.2
	(3.0)	(3.8)	(8.1)	(7.0)	(4.2)	(4.3)	(4.6)	(5.4)	(5.2)	(3.5)	(8.2)	(8.2)	(3.8)	(5.6)	(4.2)
Number of respondents	410	231	71	45	234	176	129	146	135	288	61	61	63	97	240
Percentage belonging to:															
No school/community group	66.1	72.1	55.1	49.9	64.9	67.5	66.7	60.8	73.2	63.7	70.6	73.6	72.2	61.3	66.6
	(3.5)	(4.2)	(10.2)	(10.4)	(4.7)	(5.2)	(5.9)	(5.9)	(6.0)	(4.2)	(9.1)	(8.5)	(8.8)	(7.7)	(4.4)
Sports team	11.9	11.4	19.4	7.9	15.5	7.4	11.2	11.9	12.5	12.4	6.9	13.6	7.3	13.5	12.5
	(2.4)	(3.0)	(8.1)	(5.6)	(3.6)	(2.9)	(4.0)	(3.9)	(4.5)	(2.9)	(5.1)	(6.6)	(5.1)	(5.4)	(3.1)
Performing group	4.8	2.1	8.5	11.6	4.7	4.9	6.5	5.9	1.3	5.8	2.4	1.8	0.7	1.6	6.4
	(1.6)	(1.3)	(5.7)	(6.6)	(2.1)	(2.4)	(3.1)	(2.9)	(1.5)	(2.0)	(3.1)	(2.5)	(1.6)	(2.0)	(2.3)
Community/church group	17.4	15.3	22.3	28.2	14.6	20.7	18.6	20.0	12.3	19.6	13.6	9.5	17.5	20.1	16.3
	(2.8)	(3.3)	(8.5)	(9.3)	(3.5)	(4.5)	(4.9)	(4.9)	(4.4)	(3.5)	(6.9)	(5.6)	(7.5)	(6.3)	(3.5)
School subject club	1.5	2.0	0.0	2.5	1.6	1.3	0.0	3.5	0.0	2.0	0.0	0.0	2.6	3.1	0.7
	(0.9)	(1.3)	(0.0)	(3.2)	(1.2)	(1.3)	(0.0)	(2.2)	(0.0)	(1.2)	(0.0)	(0.0)	(3.1)	(2.7)	(0.8)
Fraternity/sorority or other social club	7.4	5.6	15.0	19.5	8.9	6.2	0.0	6.2	8.5	0.0	6.9	7.9	0.0	9.6	9.8
	(3.6)	(4.3)	(15.0)	(15.7)	(5.4)	(4.6)	(0.0)	(7.0)	(4.6)	(0.0)	(5.2)	(5.2)	(0.0)	(9.2)	(5.3)
Hobby club	1.0	1.4	1.6	0.0	1.3	0.6	1.5	0.0	2.9	1.0	0.0	0.0	0.0	1.7	1.0
	(0.9)	(1.2)	(3.0)	(0.0)	(1.3)	(1.0)	(1.6)	(0.0)	(4.0)	(0.9)	(0.0)	(0.0)	(0.0)	(2.4)	(1.1)
Student government	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Volunteer service group	2.0	2.2	5.1	1.5	1.3	3.0	1.2	3.6	0.6	1.5	6.0	1.2	0.0	4.1	1.9
	(1.0)	(1.4)	(4.5)	(2.5)	(1.1)	(1.9)	(1.4)	(2.3)	(1.1)	(1.1)	(4.8)	(2.1)	(0.0)	(3.2)	(1.3)
Vocational club	1.5	0.1	0.1	8.0	1.3	1.8	0.0	3.6	0.0	2.1	0.0	0.0	0.1	3.5	1.2
	(0.9)	(0.3)	(0.7)	(5.6)	(1.1)	(1.5)	(0.3)	(2.3)	(0.0)	(1.2)	(0.0)	(0.0)	(0.6)	(2.9)	(1.0)
Other	3.7	2.2	4.9	3.9	2.8	4.8	3.0	4.2	3.6	2.2	8.5	7.2	5.8	4.3	2.6
	(1.4)	(1.4)	(4.4)	(4.0)	(1.6)	(2.4)	(2.2)	(2.4)	(2.5)	(1.3)	(5.6)	(5.0)	(4.6)	(3.2)	(1.5)
Number of respondents	418	236	71	44	239	179	130	150	138	292	62	64	65	98	244

Source: Parent interviews.

Table 41B: SOCIAL EXPERIENCES OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Social Experiences	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage getting together with friends:									
Less than once a week	23.7	25.0	23.4	24.1	25.3	25.7	23.3	25.8	28.8
	(6.2)	(6.3)	(4.6)	(7.0)	(4.5)	(6.6)	(5.6)	(6.1)	(5.5)
Once a week	21.9	18.7	16.7	16.3	16.5	25.9	24.0	18.4	13.9
	(6.0)	(5.6)	(4.0)	(6.1)	(3.8)	(6.6)	(5.7)	(5.4)	(4.2)
2 to 3 times a week	18.4	29.5	24.8	21.0	21.8	27.0	21.1	23.3	24.1
	(5.7)	(6.6)	(4.6)	(6.7)	(4.3)	(6.7)	(5.4)	(5.9)	(5.2)
4 to 5 times a week	10.8	13.9	11.9	15.7	13.6	6.4	7.9	17.6	11.6
	(4.5)	(5.0)	(3.5)	(6.0)	(3.5)	(3.7)	(3.6)	(5.3)	(3.9)
More than 5 times a week	25.2	12.9	23.3	23.0	22.8	14.9	23.8	14.9	21.6
	(6.3)	(4.9)	(4.5)	(6.9)	(4.3)	(5.4)	(5.7)	(5.0)	(5.0)
Number of respondents	90	96	182	74	238	86	115	115	170
Percentage belonging to:									
No school/community group	75.1	63.8	51.7	69.8	58.7	77.8	77.2	69.6	51.6
	(6.2)	(6.8)	(5.4)	(7.5)	(5.0)	(6.1)	(5.5)	(6.4)	(6.0)
Sports team	6.4	13.2	19.0	10.3	14.6	6.3	6.1	11.7	18.4
	(3.6)	(4.8)	(4.2)	(5.0)	(3.6)	(3.6)	(3.1)	(4.4)	(4.7)
Performing group	5.0	1.3	7.3	6.6	6.1	0.7	0.4	1.7	11.1
	(3.2)	(1.6)	(2.8)	(4.1)	(2.4)	(1.2)	(0.9)	(1.8)	(3.8)
Community/church group	11.9	17.9	26.3	17.4	22.1	7.6	11.3	18.5	22.0
	(4.7)	(5.5)	(4.7)	(6.3)	(4.2)	(3.9)	(4.2)	(5.4)	(5.0)
School subject club	1.0	1.9	1.2	1.8	1.4	1.6	1.1	2.1	1.5
	(1.4)	(1.9)	(1.2)	(2.2)	(1.2)	(1.8)	(1.3)	(2.0)	(1.4)
Fraternity/sorority or other social club	0.0	7.5	19.2	6.3	10.8	0.0	1.4	2.4	20.6
	(0.0)	(6.9)	(7.8)	(7.0)	(5.7)	(0.0)	(3.2)	(3.5)	(9.3)
Hobby club	0.0	3.4	0.8	2.2	1.1	0.0	1.1	0.0	1.6
	(0.0)	(3.1)	(1.2)	(3.0)	(1.3)	(0.0)	(1.6)	(0.0)	(1.8)
Student government	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Volunteer service group	3.3	0.9	2.1	1.8	2.4	1.6	2.5	2.2	1.6
	(2.6)	(1.4)	(1.5)	(2.2)	(1.6)	(1.8)	(2.0)	(2.0)	(1.5)
Vocational club	2.0	0.1	2.6	0.0	2.8	0.0	2.2	1.4	1.0
	(2.0)	(0.3)	(1.7)	(0.0)	(1.7)	(0.0)	(1.9)	(1.6)	(1.2)
Other	1.9	4.0	5.7	3.6	3.8	3.8	2.4	2.3	6.4
	(2.0)	(2.8)	(2.5)	(3.1)	(2.0)	(2.8)	(2.0)	(2.1)	(2.9)
Number of respondents	92	99	182	74	241	91	120	117	171

Source: Parent interviews.

Table 41A: SOCIAL EXPERIENCES OF YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Social Experiences	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage ever arrested	5.3	7.9	0.3	1.0	8.1	1.9	3.9	7.3	3.8	4.2	4.4	11.1	2.4	6.6	5.7
	(1.6)	(2.5)	(1.0)	(2.1)	(2.7)	(1.5)	(2.4)	(3.2)	(2.5)	(1.7)	(4.1)	(6.0)	(3.0)	(3.9)	(2.2)
Number of respondents	420	237	71	45	239	181	132	149	139	294	62	64	65	98	246
Percentage of out-of-school youth who were:*															
Single, never married	92.3	97.3	---	---	100	84.5	---	---	94.7	---	91.9	92.7	100	98.1	87.5
	(4.5)	(3.7)			(0.0)	(9.1)			(4.3)		(6.8)	(6.1)	(0.0)	(4.9)	(7.3)
Engaged	1.4	0.0	---	---	0.0	2.9	---	---	0.0	---	3.0	0.0	0.0	0.0	2.4
	(2.0)	(0.0)			(0.0)	(4.2)			(0.0)		(4.3)	(0.0)	(0.0)	(0.0)	(3.4)
Married	6.2	2.7	---	---	0.0	12.7	---	---	5.3	---	5.1	7.3	0.0	1.9	10.1
	(4.1)	(3.7)			(0.0)	(8.3)			(4.3)		(5.5)	(6.1)	(0.0)	(4.9)	(6.6)
Divorced/separated	0.0	0.0	---	---	0.0	0.0	---	---	0.0	---	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)			(0.0)	(0.0)			(0.0)		(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	90	48	14	10	47	43	3	14	73	0	40	50	19	21	49

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* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 41B: SOCIAL EXPERIENCES OF YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Social Experiences	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage ever arrested	4.6	8.8	1.8	6.7	4.0	6.5	7.7	5.2	3.2
	(3.0)	(4.0)	(1.4)	(4.1)	(2.0)	(3.6)	(3.5)	(3.1)	(2.1)
Number of respondents	93	99	182	75	242	91	120	117	173
Percentage of out-of-school youth who were:*									
Single, never married	98.1	81.0	95.4	96.3	89.5	---	94.5	89.8	94.6
	(4.9)	(13.1)	(4.8)	(7.0)	(6.8)		(8.7)	(8.9)	(5.9)
Engaged	0.0	0.0	4.6	0.0	2.3	---	0.0	3.5	0.0
	(0.0)	(0.0)	(4.8)	(0.0)	(3.3)		(0.0)	(5.4)	(0.0)
Married	1.9	19.0	0.0	3.7	8.2	---	5.5	6.7	5.4
	(4.9)	(13.1)	(0.0)	(7.0)	(6.1)		(8.7)	(7.4)	(5.9)
Divorced/separated	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
Number of respondents	18	19	44	18	56	13	17	31	39

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* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 42A: POSTSECONDARY EDUCATION OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Postsecondary Education	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage taking any postsecondary education course in the past year	25.0	34.7	18.7	18.3	32.2	18.8	---	18.6	29.1	---	18.6	30.5	21.1	13.0	30.2
	(5.7)	(8.7)	(16.4)	(13.8)	(8.7)	(7.3)		(11.3)	(7.2)		(7.7)	(8.7)	(12.7)	(10.3)	(8.1)
Number of respondents	130	60	17	15	67	63	5	26	99	0	63	66	26	26	69
Percentage taking in past year:															
Postsecondary vocational courses	10.1	15.8	1.3	---	10.3	10.0	---	7.7	11.4	---	6.4	13.2	14.2	1.0	9.8
	(4.1)	(6.9)	(5.1)		(5.9)	(5.8)		(8.4)	(5.1)		(5.1)	(6.6)	(10.8)	(3.1)	(5.5)
2-year college courses	10.9	14.5	2.3	---	20.8	2.8	---	5.3	13.4	---	9.5	12.1	6.9	9.4	14.1
	(4.3)	(6.6)	(6.7)		(7.9)	(3.2)		(7.1)	(5.5)		(6.1)	(6.3)	(7.9)	(9.3)	(6.4)
4-year college courses	6.0	8.1	15.6	---	5.2	6.7	---	7.5	5.9	---	4.2	7.6	0.0	4.3	9.1
	(3.1)	(5.0)	(15.2)		(4.1)	(4.7)		(7.7)	(3.7)		(4.0)	(5.0)	(0.0)	(6.2)	(5.1)
Number of respondents	121	57	15	13	62	59	3	22	96	0	57	63	26	24	64
Average number courses taken in the past year by students in a:															
Postsecondary vocational program	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	9	7	1	0	3	6	0	3	6	0	5	4	3	1	5
2-year college	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	13	8	1	1	9	4	0	2	11	0	4	9	1	3	9
4-year college	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	8	3	3	1	3	5	0	2	6	0	2	6	0	1	7
Percentage taking courses in the past year who earned a:															
Postsecondary vocational degree/license	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
2-year college degree/license	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	10	7	1	1	4	4	0	2	7	0	5	5	1	1	6
Percentage with postsecondary grade point average:															
3.25 to 4.0	16.6	12.2	---	---	11.6	23.7	---	---	3.9	---	---	10.3	---	---	21.6
	(9.8)	(12.4)			(11.2)	(17.1)			(6.2)			(10.2)			(12.7)
2.75 to 3.24	16.4	16.1	---	---	13.8	20.1	---	---	21.6	---	---	11.5	---	---	20.6
	(9.8)	(13.9)			(12.1)	(16.1)			(13.1)			(10.6)			(12.5)
2.25 to 2.74	42.3	43.8	---	---	41.1	44.1	---	---	50.3	---	---	51.6	---	---	32.9
	(13.0)	(18.8)			(17.3)	(20.0)			(16.0)			(16.7)			(14.5)
1.75 to 2.24	11.5	11.1	---	---	11.1	12.1	---	---	5.9	---	---	6.5	---	---	12.8
	(8.4)	(11.9)			(11.0)	(13.1)			(7.6)			(8.3)			(10.3)
1.74 or lower	13.2	16.8	---	---	22.5	0.0	---	---	18.3	---	---	20.1	---	---	12.0
	(8.9)	(14.2)			(14.7)	(0.0)			(12.3)			(13.4)			(10.0)
Number of respondents	31	16	4	3	16	15	1	8	22	0	11	20	5	4	21

Source: Parent interviews.

Table 42B: POSTSECONDARY EDUCATION OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

Postsecondary Education	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage taking any postsecondary education course in the past year	15.2	23.3	39.6	28.4	17.1	36.5	21.5	19.8	31.6
	(9.6)	(11.1)	(9.6)	(12.5)	(6.8)	(14.6)	(10.7)	(9.1)	(10.6)
Number of respondents	27	29	55	26	77	21	30	43	48
Percentage taking in past year:									
Postsecondary vocational courses	15.8	4.1	8.4	8.9	2.1	26.2	11.8	5.9	11.5
	(9.9)	(5.3)	(5.6)	(8.2)	(2.7)	(13.4)	(8.9)	(5.5)	(7.4)
2-year college courses	0.0	15.8	21.9	16.8	9.4	6.1	5.3	10.3	14.1
	(0.0)	(9.7)	(8.4)	(10.8)	(5.5)	(7.2)	(6.1)	(7.1)	(8.1)
4-year college courses	0.0	4.0	15.8	4.5	7.7	4.1	6.6	4.5	9.1
	(0.0)	(5.1)	(7.1)	(5.7)	(4.8)	(6.1)	(6.5)	(4.7)	(6.5)
Number of respondents	26	28	51	24	71	21	27	41	46
Average number courses taken in the past year by students in a:									
Postsecondary vocational program	---	---	---	---	---	---	---	---	---
Number of respondents	2	1	6	2	4	2	2	2	5
2-year college	---	---	---	---	---	---	---	---	---
Number of respondents	0	4	8	4	7	1	2	4	6
4-year college	---	---	---	---	---	---	---	---	---
Number of respondents	0	1	6	1	6	1	2	3	3
Percentage taking courses in the past year who earned a:									
Postsecondary vocational degree/license	---	---	---	---	---	---	---	---	---
2-year college degree/license	---	---	---	---	---	---	---	---	---
Number of respondents	3	1	6	2	4	1	2	3	5
Percentage with postsecondary grade point average:									
3.25 to 4.0	---	---	16.5	---	36.0	---	---	---	---
			(12.2)		(17.1)				
2.75 to 3.24	---	---	24.3	---	10.9	---	---	---	---
			(14.1)		(11.1)				
2.25 to 2.74	---	---	33.0	---	31.3	---	---	---	---
			(15.5)		(16.6)				
1.75 to 2.24	---	---	8.6	---	3.7	---	---	---	---
			(9.2)		(6.7)				
1.74 or lower	---	---	17.6	---	18.2	---	---	---	---
			(12.6)		(13.8)				
Number of respondents	3	6	20	6	17	6	7	10	12

Source: Parent interviews.

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

Employment Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage of youth working for pay in past year	45.6	39.7	36.5	65.2	48.0	42.8	33.6	50.9	50.4	40.6	51.0	65.0	24.0	41.1	51.1
	(3.6)	(4.5)	(9.9)	(9.5)	(4.9)	(5.4)	(5.9)	(6.1)	(6.6)	(4.2)	(9.8)	(9.1)	(8.4)	(7.8)	(4.7)
Number of respondents	423	237	71	48	241	182	132	150	141	294	64	65	65	98	247
Percentage of youth who currently had:															
No employment	53.0	52.5	55.7	40.4	52.6	53.6	59.5	49.1	52.0	54.5	47.1	51.2	71.6	44.4	51.7
	(3.6)	(4.6)	(10.4)	(10.0)	(4.9)	(5.5)	(6.1)	(6.0)	(6.7)	(4.3)	(9.7)	(9.7)	(8.8)	(7.8)	(4.7)
Volunteer work only	6.5	8.7	10.8	1.6	5.6	7.6	5.2	7.4	6.4	5.0	10.6	9.8	0.0	8.2	7.7
	(1.8)	(2.6)	(6.5)	(2.6)	(2.3)	(2.9)	(2.8)	(3.2)	(3.3)	(1.9)	(6.0)	(5.8)	(0.0)	(4.3)	(2.5)
Workstudy only	11.3	16.0	7.4	8.1	10.9	11.7	10.4	12.0	11.2	15.0	4.0	0.0	16.1	19.9	7.8
	(2.3)	(3.4)	(5.5)	(5.5)	(3.1)	(3.5)	(3.8)	(3.9)	(4.2)	(3.1)	(3.8)	(0.0)	(7.2)	(6.3)	(2.5)
Sheltered work only	2.6	1.7	1.7	0.0	3.3	1.7	0.7	0.0	8.1	0.3	6.2	10.2	8.5	5.8	0.2
	(1.2)	(1.2)	(2.7)	(0.0)	(1.7)	(1.4)	(1.0)	(0.2)	(3.7)	(0.5)	(4.7)	(5.9)	(5.5)	(3.7)	(0.5)
Part time competitive work	19.0	14.3	19.7	36.6	20.5	17.2	21.1	21.9	12.8	20.7	14.5	14.9	3.5	16.7	23.8
	(2.9)	(3.2)	(8.3)	(9.8)	(4.0)	(4.1)	(5.1)	(5.0)	(4.5)	(3.5)	(6.9)	(6.9)	(3.6)	(5.9)	(4.0)
Full time competitive work	7.6	6.9	4.7	13.3	7.1	8.2	3.1	9.5	9.5	4.5	17.6	13.9	0.3	4.8	8.8
	(1.9)	(2.3)	(4.4)	(6.9)	(2.5)	(3.0)	(2.2)	(3.5)	(3.9)	(1.8)	(7.4)	(6.7)	(1.1)	(3.4)	(2.7)
Number of respondents	423	238	71	47	242	181	133	151	139	293	65	65	65	97	247
Percentage of employed youth with:															
1 paid job	94.4	92.6	97.1	92.7	92.8	96.6	88.9	94.0	99.6	91.1	100	100	---	87.8	95.4
	(3.3)	(4.9)	(5.9)	(7.9)	(5.0)	(3.7)	(8.1)	(5.2)	(1.7)	(5.2)	(0.0)	(0.0)		(10.5)	(3.5)
2 or more paid jobs	5.6	7.4	2.9	7.3	7.2	3.4	11.1	6.0	0.4	8.9	0.0	0.0	---	12.2	4.6
	(3.3)	(4.9)	(5.9)	(7.9)	(5.0)	(3.7)	(8.1)	(5.2)	(1.7)	(5.2)	(0.0)	(0.0)		(10.5)	(3.5)
Number of respondents	121	58	24	21	69	52	31	49	41	73	23	25	10	26	80
Percentage with paid job earning an hourly rate of:															
< $3.00	21.7	23.8	48.4	12.0	16.4	29.0	41.6	14.6	15.2	24.1	18.6	16.6	---	25.9	19.2
	(6.3)	(8.7)	(18.9)	(9.9)	(7.8)	(9.8)	(13.3)	(8.3)	(10.5)	(8.2)	(14.3)	(12.7)		(14.9)	(7.1)
$3.00 to $3.99	56.1	59.4	43.1	63.5	58.0	53.5	39.5	69.4	51.3	60.8	55.8	42.5	---	56.2	58.2
	(7.6)	(10.1)	(18.7)	(14.7)	(10.4)	(10.8)	(13.2)	(10.9)	(14.6)	(9.4)	(18.3)	(16.8)		(16.9)	(8.9)
$4.00 to $4.99	11.3	10.8	3.8	4.4	9.0	14.4	7.3	2.5	26.8	4.5	1.8	37.4	---	17.9	8.5
	(4.8)	(6.4)	(7.2)	(6.2)	(6.1)	(7.6)	(7.0)	(3.7)	(12.9)	(4.0)	(4.9)	(16.5)		(13.0)	(5.0)
$5.00 or more	10.9	6.0	4.7	20.2	16.6	3.1	11.6	13.5	6.7	10.5	23.8	3.5	---	0.0	14.1
	(4.8)	(4.9)	(8.0)	(12.3)	(7.9)	(3.8)	(8.7)	(8.1)	(7.3)	(5.9)	(15.7)	(6.3)		(0.0)	(6.3)
Number of respondents	102	47	18	21	58	44	28	42	32	64	16	22	6	21	70
Average wage of employed youth	3.30	3.20	2.50	3.50	3.50	3.00	2.70	3.40	3.50	3.10	3.50	3.50	---	2.90	3.40
	(0.20)	(0.20)	(0.50)	(0.40)	(0.20)	(0.30)	(0.40)	(0.20)	(0.30)	(0.20)	(0.60)	(0.30)		(0.40)	(0.20)
Number of respondents	102	47	18	21	58	44	28	42	32	64	16	22	6	21	70

Source: Parent interviews.

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Employment Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of youth working for pay in past year	40.1	47.0	57.2	36.9	53.6	35.1	40.2	46.5	50.5
	(7.0)	(7.1)	(5.3)	(7.9)	(5.1)	(7.0)	(6.4)	(6.9)	(6.0)
Number of respondents	93	99	183	75	244	91	121	117	173
Percentage of youth who currently had:									
No employment	56.4	51.1	45.1	59.5	48.8	59.6	54.2	56.0	48.5
	(7.1)	(7.1)	(5.4)	(8.0)	(5.1)	(7.1)	(6.5)	(6.9)	(6.0)
Volunteer work only	6.1	4.5	8.1	6.7	6.0	7.1	7.1	2.7	9.4
	(3.4)	(2.9)	(2.9)	(4.1)	(2.4)	(3.7)	(3.3)	(2.2)	(3.5)
Workstudy only	11.1	10.9	13.0	14.6	8.7	11.2	13.2	9.8	11.2
	(4.5)	(4.4)	(3.6)	(5.8)	(2.9)	(4.6)	(4.4)	(4.1)	(3.8)
Sheltered work only	2.2	1.5	3.2	2.5	3.2	0.5	1.0	4.6	2.4
	(2.1)	(1.7)	(1.9)	(2.5)	(1.8)	(1.0)	(1.3)	(2.9)	(1.8)
Part time competitive work	18.0	19.7	24.4	8.5	26.1	13.9	18.7	13.3	25.2
	(5.5)	(5.7)	(4.6)	(4.6)	(4.5)	(5.0)	(5.1)	(4.7)	(5.2)
Full time competitive work	6.2	12.3	6.2	8.3	7.1	7.8	5.9	13.5	3.3
	(3.5)	(4.7)	(2.6)	(4.5)	(2.6)	(3.9)	(3.1)	(4.7)	(2.2)
Number of respondents	93	99	182	75	245	91	121	117	172
Percentage of employed youth with:									
1 paid job	88.9	99.1	95.0	100	91.7	100	90.7	97.5	94.4
	(9.7)	(2.3)	(4.2)	(0.0)	(5.0)	(0.0)	(8.4)	(3.8)	(5.1)
2 or more paid jobs	11.1	0.9	5.0	0.0	8.3	0.0	9.3	2.5	5.6
	(9.7)	(2.3)	(4.2)	(0.0)	(5.0)	(0.0)	(8.4)	(3.8)	(5.1)
Number of respondents	19	32	61	16	84	19	24	41	52
Percentage with paid job earning an hourly rate of:									
< $3.00	25.7	16.5	23.5	---	25.4	4.5	23.8	31.2	13.6
	(14.4)	(9.6)	(8.9)		(8.3)	(7.1)	(12.9)	(11.9)	(8.5)
$3.00 to $3.99	50.7	59.6	56.8	---	54.2	55.7	56.2	50.4	60.8
	(16.4)	(12.7)	(10.5)		(9.6)	(17.0)	(15.1)	(12.8)	(12.1)
$4.00 to $4.99	12.6	13.7	10.2	---	6.5	36.6	20.0	7.2	7.9
	(10.9)	(8.9)	(6.4)		(4.7)	(16.5)	(12.1)	(6.6)	(6.7)
$5.00 or more	11.0	10.3	9.5	---	13.9	3.1	0.0	11.2	17.7
	(10.3)	(7.9)	(6.2)		(6.6)	(5.9)	(0.0)	(8.1)	(9.5)
Number of respondents	17	29	49	12	71	16	21	37	41
Average wage of employed youth	3.20	3.40	3.30	---	3.20	3.70	3.00	3.10	3.50
	(0.40)	(0.30)	(0.20)		(0.30)	(0.20)	(0.40)	(0.30)	(0.20)
Number of respondents	17	29	49	12	71	16	21	37	41

Source: Parent interviews.

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH OTHER HEALTH IMPAIRMENTS (Continued)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Employment Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage of employed youth working at:															
Lawn work or odd jobs	10.0	3.4	14.4	18.6	14.5	4.0	21.1	9.1	1.9	14.9	0.0	2.9	---	12.8	9.9
	(4.2)	(3.4)	(12.7)	(12.0)	(6.6)	(4.0)	(10.7)	(6.1)	(3.5)	(6.2)	(0.0)	(5.2)		(10.2)	(5.0)
Waiter/waitress, busboy, cook	10.8	12.6	7.1	8.7	7.8	15.0	12.5	12.5	6.8	12.3	8.7	7.8	---	10.2	10.7
	(4.3)	(6.2)	(9.3)	(8.7)	(5.0)	(7.3)	(8.7)	(7.0)	(6.4)	(5.7)	(9.4)	(8.4)		(9.2)	(5.1)
Babysitting/child care	10.5	12.2	35.3	4.9	2.2	21.7	20.4	11.7	0.0	14.3	8.5	0.0	---	0.0	15.0
	(4.2)	(6.2)	(17.3)	(6.7)	(2.8)	(8.4)	(10.6)	(6.8)	(0.0)	(6.1)	(9.3)	(0.0)		(0.0)	(5.9)
Farm/agricultural work	3.7	0.0	0.0	11.7	6.4	0.0	5.6	4.9	0.0	5.8	0.0	0.0	---	7.0	3.2
	(2.6)	(0.0)	(0.0)	(9.9)	(4.6)	(0.0)	(6.0)	(4.6)	(0.0)	(4.1)	(0.0)	(0.0)		(7.8)	(2.9)
Factory work	7.7	6.3	4.3	0.0	9.0	5.9	0.0	1.7	23.5	1.2	14.6	22.4	---	19.3	1.0
	(3.7)	(4.6)	(7.3)	(0.0)	(5.4)	(4.8)	(0.0)	(2.7)	(10.7)	(1.9)	(11.8)	(13.1)		(12.1)	(1.7)
Skilled trade	4.4	4.1	1.4	8.2	7.3	0.4	0.0	3.9	8.9	2.8	0.0	13.0	---	0.0	5.9
	(2.8)	(3.7)	(4.3)	(8.5)	(4.9)	(1.3)	(0.0)	(4.1)	(7.2)	(2.9)	(0.0)	(10.6)		(0.0)	(3.9)
Other manual labor	26.6	39.0	15.6	27.1	35.0	15.1	26.6	24.3	30.0	26.8	29.4	23.4	---	19.8	28.0
	(6.1)	(9.2)	(13.1)	(13.7)	(9.0)	(7.3)	(11.6)	(9.1)	(11.6)	(7.7)	(15.2)	(13.3)		(12.2)	(7.4)
Sales, store clerk, cashier	12.0	3.9	7.6	10.1	8.9	16.1	2.3	17.8	11.4	7.6	23.0	16.7	---	6.1	15.3
	(4.5)	(3.7)	(9.6)	(9.3)	(5.3)	(7.5)	(3.9)	(8.1)	(8.0)	(4.6)	(14.0)	(11.7)		(7.3)	(6.0)
Office/clerical work	14.8	20.6	2.8	13.3	7.1	25.3	14.7	12.5	18.4	14.9	14.4	14.9	---	23.5	11.4
	(4.9)	(7.6)	(5.9)	(10.4)	(4.8)	(8.9)	(9.3)	(7.0)	(9.8)	(6.2)	(11.7)	(11.2)		(13.0)	(5.3)
Hospital work/health care	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)
Other	7.4	5.9	13.5	11.1	12.8	0.0	8.2	7.5	6.5	8.2	1.4	9.6	---	13.0	6.8
	(3.6)	(4.4)	(12.4)	(9.7)	(6.3)	(0.0)	(7.2)	(5.6)	(6.2)	(4.8)	(3.9)	(9.3)		(10.3)	(4.2)
Number of respondents	118	57	23	20	66	52	30	49	39	72	22	24	9	26	79
Of youth working for pay, percentage working:															
< 10 hours/week	20.5	7.2	49.7	19.5	27.5	10.9	45.4	13.8	9.6	25.9	8.4	14.6	---	12.7	20.9
	(6.0)	(5.0)	(18.9)	(12.8)	(9.1)	(6.6)	(13.1)	(8.0)	(8.1)	(8.4)	(9.0)	(12.0)		(11.2)	(7.1)
10 to 21 hours/week	22.9	26.0	17.5	24.6	27.4	16.7	20.2	20.7	28.0	26.5	7.3	25.6	---	22.7	22.7
	(6.2)	(8.5)	(14.4)	(13.9)	(9.1)	(7.9)	(10.6)	(9.4)	(12.4)	(8.4)	(8.5)	(14.8)		(14.1)	(7.4)
22 to 34 hours/week	26.9	32.7	10.0	27.0	18.8	37.8	21.1	32.2	24.3	28.5	25.4	23.1	---	35.3	27.8
	(6.6)	(9.1)	(11.4)	(14.3)	(8.0)	(10.3)	(10.8)	(10.8)	(11.9)	(8.6)	(14.1)	(14.3)		(16.1)	(7.9)
35 hours/week or more	29.8	34.0	22.8	29.0	26.2	34.5	13.3	33.3	38.1	19.0	58.8	36.6	---	29.3	28.6
	(6.8)	(9.1)	(15.9)	(14.7)	(9.0)	(10.1)	(9.0)	(10.9)	(13.4)	(7.5)	(16.0)	(16.4)		(15.3)	(7.9)
Number of respondents	110	53	20	19	62	48	29	43	38	65	22	23	8	23	74
Average hours per week worked by paid workers	24.9	27.5	16.6	26.1	22.8	27.8	15.9	27.3	28.9	21.5	31.9	29.2	---	26.3	24.9
	(2.0)	(2.2)	(5.9)	(5.0)	(3.0)	(2.5)	(3.6)	(2.9)	(3.4)	(2.4)	(4.0)	(4.9)		(4.3)	(2.5)
Number of respondents	110	53	20	19	62	48	29	43	38	65	22	23	8	23	74

Source: Parent interviews.

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH OTHER HEALTH IMPAIRMENTS (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Employment Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of employed youth working at:									
Lawn work or odd jobs	16.9	0.0	8.9	0.0	14.5	1.9	9.3	6.6	13.9
	(11.9)	(0.0)	(5.4)	(0.0)	(6.2)	(4.4)	(8.5)	(5.9)	(7.6)
Waiter/waitress, busboy, cook	0.0	24.8	11.1	17.0	9.3	12.7	7.3	6.7	16.7
	(0.0)	(10.8)	(5.9)	(13.3)	(5.1)	(10.6)	(7.6)	(5.9)	(8.2)
Babysitting/child care	4.2	11.8	15.4	11.0	12.3	4.3	7.1	10.5	13.8
	(6.4)	(8.1)	(6.8)	(11.1)	(5.8)	(6.5)	(7.5)	(7.2)	(7.6)
Farm/agricultural work	0.0	0.0	11.3	0.0	3.3	8.0	4.6	3.5	3.2
	(0.0)	(0.0)	(6.0)	(0.0)	(3.2)	(8.7)	(6.1)	(4.3)	(3.9)
Factory work	10.0	3.7	6.7	12.8	8.7	0.3	3.3	15.1	5.6
	(9.5)	(4.7)	(4.7)	(11.8)	(5.0)	(1.8)	(5.2)	(8.5)	(5.1)
Skilled trade	0.0	8.0	6.7	3.8	5.8	0.0	0.0	5.6	7.2
	(0.0)	(6.8)	(4.7)	(6.7)	(4.1)	(0.0)	(0.0)	(5.4)	(5.7)
Other manual labor	40.9	26.1	11.0	19.5	25.0	34.7	47.3	19.9	13.2
	(15.6)	(11.0)	(5.9)	(14.0)	(7.6)	(15.2)	(14.5)	(9.4)	(7.5)
Sales, store clerk, cashier	13.5	12.0	12.3	14.3	10.9	15.4	14.3	17.3	6.3
	(10.8)	(8.1)	(6.2)	(12.4)	(5.5)	(11.5)	(10.2)	(8.9)	(5.4)
Office/clerical work	25.6	8.1	10.6	21.6	10.7	22.5	14.5	11.3	17.7
	(13.8)	(6.8)	(5.8)	(14.5)	(5.5)	(13.3)	(10.3)	(7.5)	(8.4)
Hospital work/health care	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Other	0.0	13.3	11.4	0.0	11.0	0.0	1.7	6.9	12.9
	(0.0)	(8.5)	(6.0)	(0.0)	(5.5)	(0.0)	(3.7)	(6.0)	(7.4)
Number of respondents	19	32	59	16	81	19	24	40	51
Of youth working for pay, percentage working:									
< 10 hours/week	30.2	2.8	26.6	5.6	28.5	3.2	20.5	19.9	22.5
	(14.2)	(4.2)	(8.9)	(8.1)	(8.5)	(5.9)	(12.1)	(10.1)	(9.8)
10 to 21 hours/week	29.9	26.4	16.2	18.7	22.5	30.4	39.0	15.4	17.3
	(14.2)	(11.2)	(7.4)	(13.7)	(7.9)	(15.5)	(14.6)	(9.1)	(8.9)
22 to 34 hours/week	16.4	29.0	32.5	18.5	27.9	28.2	12.7	19.9	46.0
	(11.5)	(11.5)	(9.4)	(13.7)	(8.4)	(15.2)	(10.0)	(10.1)	(11.7)
35 hours/week or more	23.5	41.8	24.7	57.2	21.2	38.3	27.8	44.7	14.3
	(13.1)	(12.5)	(8.7)	(17.4)	(7.7)	(16.4)	(13.4)	(12.6)	(8.2)
Number of respondents	19	30	53	15	76	17	22	38	47
Average hours per week worked by paid workers	21.0	31.4	23.0	31.3	22.5	28.5	22.6	27.4	23.9
	(4.3)	(3.2)	(2.9)	(3.8)	(2.8)	(3.4)	(3.9)	(3.4)	(3.5)
Number of respondents	19	30	53	15	76	17	22	38	47

Source: Parent interviews.

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Employment Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Of those currently working for pay, percentage working at current job:															
< 1 month	21.7	23.3	6.0	35.4	26.9	14.5	21.1	20.7	23.8	23.7	28.1	10.0	---	26.2	21.4
	(5.9)	(7.9)	(8.4)	(14.6)	(8.7)	(7.3)	(10.5)	(8.8)	(11.6)	(7.7)	(14.2)	(9.9)		(14.1)	(6.9)
1 to 3 months	35.9	42.9	36.0	29.5	40.9	28.9	42.4	39.6	24.9	39.9	34.3	24.5	---	42.6	36.6
	(6.8)	(9.2)	(16.9)	(13.9)	(9.6)	(9.3)	(12.7)	(10.7)	(11.8)	(8.9)	(15.0)	(14.2)		(15.9)	(8.1)
> 3 months to 6 months	10.2	3.7	8.2	10.7	9.2	11.6	9.5	7.2	15.3	7.1	7.2	22.9	---	12.4	6.5
	(4.3)	(3.5)	(9.7)	(9.5)	(5.7)	(6.6)	(7.5)	(5.6)	(9.8)	(4.7)	(8.1)	(13.9)		(10.6)	(4.2)
> 6 months	32.2	30.1	49.8	24.4	23.0	44.9	27.0	32.5	35.9	29.3	30.4	42.6	---	18.8	35.4
	(6.7)	(8.6)	(17.6)	(13.1)	(8.2)	(10.2)	(11.4)	(10.2)	(13.0)	(8.3)	(14.5)	(16.4)		(12.6)	(8.1)
Number of respondents	120	58	23	21	68	52	31	49	40	72	23	25	10	25	80
Of those ever employed for pay, percentage with longest time at a paid job:															
3 months or less	51.6	58.3	19.9	57.9	56.6	44.2	60.1	52.4	44.2	61.1	35.8	36.9	---	66.5	50.7
	(5.9)	(7.7)	(11.9)	(13.3)	(7.9)	(8.6)	(10.7)	(8.9)	(10.9)	(7.4)	(13.6)	(12.1)		(12.6)	(6.9)
> 3 months to 6 months	8.7	4.2	7.9	8.9	8.6	8.9	5.2	8.1	12.3	6.7	5.9	16.0	---	9.2	6.8
	(3.3)	(3.1)	(8.1)	(7.7)	(4.4)	(4.9)	(4.9)	(4.9)	(7.2)	(3.8)	(6.6)	(9.2)		(7.7)	(3.4)
> 6 months to 12 months	21.4	21.3	24.0	21.4	21.9	20.5	10.5	23.8	26.0	15.6	34.6	28.0	---	17.7	21.7
	(4.8)	(6.4)	(12.7)	(11.0)	(6.6)	(7.0)	(6.7)	(7.6)	(9.6)	(5.5)	(13.5)	(11.2)		(10.2)	(5.6)
> 12 months	18.3	16.2	48.2	11.9	12.9	26.3	24.2	15.7	17.6	16.6	23.7	19.2	---	6.6	20.9
	(4.5)	(5.7)	(14.9)	(8.7)	(5.3)	(7.6)	(9.4)	(6.5)	(8.3)	(5.6)	(12.0)	(9.8)		(6.6)	(5.6)
Number of respondents	170	84	32	27	96	74	43	71	56	102	31	37	10	36	118
Average months kept:															
Longest paid job	8.4	7.2	17.2	7.3	7.2	10.2	9.1	8.0	8.5	7.8	9.7	9.4	---	4.9	9.2
	(1.2)	(1.4)	(4.4)	(2.7)	(1.4)	(2.0)	(2.7)	(1.7)	(1.9)	(1.6)	(2.1)	(2.3)		(1.7)	(1.5)
Present paid job	7.6	6.0	14.9	6.0	5.8	10.0	8.3	7.3	7.3	7.4	6.5	9.0	---	4.4	8.4
	(1.4)	(1.6)	(5.3)	(3.0)	(1.7)	(2.3)	(3.0)	(2.2)	(2.1)	(2.0)	(2.7)	(2.7)		(1.9)	(1.9)
Number of respondents	120	58	23	21	68	52	31	49	40	72	23	25	10	25	80
Percentage of unemployed youth leaving last job by:															
Quitting	35.7	38.2	---	---	32.1	42.0	---	27.9	46.3	32.1	---	---	---	---	35.0
	(9.6)	(13.6)			(12.2)	(15.3)		(13.5)	(17.9)	(12.0)					(10.9)
Being fired	10.3	14.3	---	---	10.5	9.9	---	5.9	5.7	9.7	---	---	---	---	9.4
	(6.1)	(9.8)			(8.0)	(9.3)		(7.1)	(8.3)	(7.6)					(6.7)
Being laid off	0.0	0.0	---	---	0.0	0.0	---	0.0	0.0	0.0	---	---	---	---	0.0
	(0.0)	(0.0)			(0.0)	(0.0)		(0.0)	(0.0)	(0.0)					(0.0)
Ending temporary work	54.0	47.5	---	---	57.4	48.1	---	66.2	48.1	58.2	---	---	---	---	55.7
	(10.0)	(14.0)			(12.9)	(15.5)		(14.2)	(17.9)	(12.6)					(11.4)
Number of respondents	53	27	9	6	30	23	13	23	17	32	8	13	1	11	40
Percentage of employed youth fired in the past year	2.9	3.3	2.0	1.6	4.4	1.1	2.7	3.2	2.6	2.6	1.6	5.6	0.0	2.4	3.9
	(1.2)	(1.6)	(2.9)	(2.5)	(2.0)	(1.1)	(2.0)	(2.1)	(2.1)	(1.4)	(2.5)	(4.4)	(0.0)	(2.4)	(1.8)
Number of respondents	422	237	71	47	241	181	132	150	140	294	64	64	65	98	247

Source: Parent interviews.

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Employment Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of those currently working for pay, percentage working at current job:									
< 1 month	20.3	29.0	15.5	18.5	23.8	8.6	25.9	21.5	16.9
	(12.5)	(11.2)	(7.0)	(13.4)	(7.7)	(9.1)	(12.7)	(10.1)	(8.4)
1 to 3 months	41.5	38.2	29.2	53.0	33.3	36.4	40.9	23.2	41.2
	(15.3)	(12.0)	(8.8)	(17.2)	(8.5)	(15.7)	(14.3)	(10.4)	(11.0)
> 3 months to 6 months	8.3	9.7	10.5	7.0	13.8	0.0	2.4	22.0	6.9
	(8.6)	(7.3)	(5.9)	(8.8)	(6.2)	(0.0)	(4.5)	(10.2)	(5.7)
> 6 months	29.8	23.1	44.8	21.6	29.2	55.1	30.8	33.4	34.9
	(14.2)	(10.4)	(9.6)	(14.2)	(8.2)	(16.2)	(13.4)	(11.6)	(10.7)
Number of respondents	19	32	60	16	83	19	24	41	51
Of those ever employed for pay, percentage with longest time at a paid job:									
3 months or less	66.2	45.9	46.4	81.4	44.0	52.3	69.8	37.3	49.4
	(12.2)	(10.7)	(7.9)	(11.3)	(7.4)	(13.8)	(10.7)	(10.5)	(8.8)
> 3 months to 6 months	6.3	5.4	13.1	0.9	13.2	0.0	1.7	15.7	9.6
	(6.2)	(4.8)	(5.3)	(2.8)	(5.0)	(0.0)	(3.0)	(7.9)	(5.2)
> 6 months to 12 months	19.4	31.2	14.8	9.5	19.2	37.9	15.3	25.1	22.2
	(10.2)	(10.0)	(5.6)	(8.5)	(5.9)	(13.4)	(8.4)	(9.4)	(7.3)
> 12 months	8.2	17.6	25.7	8.1	23.6	9.8	13.1	21.8	18.8
	(7.1)	(8.2)	(6.9)	(7.9)	(6.3)	(8.2)	(7.9)	(9.0)	(6.9)
Number of respondents	28	41	89	23	117	26	37	51	79
Average months kept:									
Longest paid job	5.2	8.9	10.3	3.6	10.0	7.5	6.1	9.6	9.2
	(1.6)	(2.0)	(1.9)	(1.2)	(1.7)	(2.2)	(2.0)	(2.1)	(2.0)
Present paid job	5.5	4.5	12.0	4.0	8.1	8.7	6.4	8.5	8.3
	(2.0)	(1.4)	(2.4)	(1.6)	(2.0)	(2.9)	(2.6)	(2.5)	(2.4)
Number of respondents	19	32	60	16	83	19	24	41	51
Percentage of unemployed youth leaving last job by:									
Quitting	---	---	31.4	---	27.5	---	---	---	19.8
			(12.5)		(11.0)				(11.1)
Being fired	---	---	11.5	---	17.8	---	---	---	23.0
			(8.6)		(9.4)				(11.7)
Being laid off	---	---	0.0	---	0.0	---	---	---	0.0
			(0.0)		(0.0)				(0.0)
Ending temporary work	---	---	57.1	---	54.8	---	---	---	57.2
			(13.3)		(12.3)				(13.8)
Number of respondents	9	10	30	7	36	8	14	11	28
Percentage of employed youth fired in the past year	2.3	2.1	3.8	0.0	5.4	0.0	1.4	1.0	6.1
	(2.1)	(2.1)	(2.0)	(0.0)	(2.3)	(0.0)	(1.5)	(1.4)	(2.9)
Number of respondents	93	99	183	75	244	91	121	117	173

Source: Parent interviews.

Appendix A

APPENDIX A

This appendix provides additional information to aid the reader in interpreting data related to two kinds of variables presented in the almanacs: variables potentially subject to bias, and variables created by combining two sources of information. Variables in each of these categories, along with references to the tables in which they appear, are discussed below.

Variables Potentially Subject to Bias

Measured IQ (Table 4)

IQ scores were taken from students' school records for their most recent year in secondary school and recorded on the school record abstract form in response to the following item:

> "What overall test score or IQ score did the student receive on the test indicated in Question 12? If the IQ or overall test score is not given, indicate the mental age or grade equivalent score if provided.

IQ data were not available for all youth and the fraction of students for whom IQ scores were available varied considerably for youth in different disability categories. For example, IQ scores were present in school records for 86% of youth classified as mentally retarded and for 84% of those classified as learning disabled, but for only 47% of youth with other health impairments and 50% of youth with speech impairments. The relatively high rate of missing data for youth in some categories raised the question of whether available IQ scores were systematically biased downward. Were scores available more frequently for youth for whom normal IQ was questioned, i.e., those at the lower end of the normal intelligence scale? Perhaps IQ tests were not as routinely given for youth for whom there was little question of at least normal IQ.

To address this issue, the functional ability levels were compared for youth with and without IQ scores in each disability category. To the extent that functional ability correlates with measured intelligence ($r=.54$; $p<.001$), if the hypothesized bias were present, lower functional ability scores would be observed for youth with IQ scores and higher functional ability scores for youth without IQ data. Examination of the functional mental skills scale scores for the majority of youth--those classified as emotionally disturbed, hard of hearing, learning disabled, and visually impaired--revealed no significant differences between youth with and without IQ test scores, indicating an absence of bias for youth in those categories. However, youth classified as orthopedically impaired, other health impaired, and speech impaired with IQ data had significantly lower functional mental skills scale scores than those for whom IQ data were not available (p<.05). Thus, there appears to be some downward bias in the IQ scores for youth in these categories. However, an opposite relationship of functional abilities and IQ was observed for youth in the deaf/blind, multiply handicapped, and mentally retarded categories. For these youth, functional abilities were significantly higher for those with IQ scores (p<.001). For these categories, an upward bias in IQ scores is apparent.

One possible explanation for the systematic differences is that some districts may have tested only those youth with orthopedic impairments, speech impairments, and other health impairments who were having explicit educational performance difficulties or for whom mental retardation was suspected. At the same time, it is likely that lower functioning youth classified as deaf/blind, multiply handicapped, or mentally retarded were not able to be tested accurately, while testing of higher functioning youth in these categories was important to ascertain their academic potential.

Differences in abilities only partially explain why scores were available only for some youth. In all disability categories, scores were available for some youth at all functional levels. The most likely explanation for this seemingly random component of the availability of IQ scores is variation in school and district practices in the extent to which IQ testing is conducted as part of special education assessment procedures.

Self-Care Skills (Table 5)

These questions were asked only of parents of youth who were classified as mentally retarded, visually impaired, deaf, orthopedically impaired, other health impaired, multiply handicapped, or deaf/blind. They were not asked of parents of youth who were classified as learning disabled, emotionally disturbed, speech impaired, or hard of hearing, with no other disabilities because such disabilities were assumed not to interfere in most cases with the performance of the basic self-care skills being investigated. Youth in these categories were assigned a value corresponding to "very well" for each item, which would sum to a score of 12 (high) on the corresponding scale. If the skills of youth in these categories were actually lower, the reported self-care skills scores would overestimate abilities.

Assistive Devices (Table 7)

Items related to assistive devices were not asked of parents of youth in all disability categories in an effort to reduce the burden of the interview and because some devices were assumed to be inappropriate to some kinds of disabilities. Items related to assistive devices for the hearing impaired (telecommunications devices, telephone amplifier, hearing aid, closed captioned TV, other hearing assistance) were asked only of parents of youth who were reported as deaf, hard of hearing, deaf/blind, or multiply handicapped as a primary or additional disability by the school/district or parent. Assistive devices related to mobility (wheel chair, crutches, cane, walker, changes to the car, prosthetics, orthotics, computer designed to aid mobility, other devices to aid mobility) were asked only of parents of youth who were reported as orthopedically impaired, other health impaired, or multiply handicapped as a primary or additional disability by the school/district or parent. Assistive devices related to vision (seeing eye dog, Braille or large print readers, opticon/optical scanner, computers to aid vision, other vision assistance) were asked only of parents of youth reported as visually impaired, deaf/blind, or multiply handicapped as a primary or additional disability by the school/district or parent. Youth whose parents were not asked directly about assistive devices were coded as not using the devices, assuming they were inappropriate to the disabilities of the youth. If some youth actually used the devices, but parents were not asked the items, the data reported would underestimate use of assistive devices.

Receipt of Physical Therapy/Mobility Training (Tables 28, 34)

Items related to receipt of physical therapy or mobility training in the parent interview were not asked of parents of youth who were reported as learning disabled, emotionally disturbed, or speech impaired, with no other additional disabilities in an effort to reduce the burden of the interview and because the service was considered inappropriate to those disabilities. Youth with those disabilities were coded as not receiving the service. If youth with those disabilities actually had received the service, data would underestimate service receipt.

Grade Point Average (Table 36)

Grade point average is calculated on a 4-point scale, with a grade of A assigned 4 points, B assigned 3 points, C assigned 2 points, D assigned 1 point, and failed courses assigned no value. Grades of "pass" or "satisfactory" were coded as equivalent to a "C," "failure" or "unsatisfactory" were coded as equivalent to an "F."Points are summed and divided by the total number of courses, including those failed.

There is some reason to suspect that the grades abstracted from students' records may overestimate grade performance for two reasons. First, not all students received grades. Second, there are potential biases apparent in the reporting of grades for some students who received them. Each source of potential bias is discussed below.

Students Who Did Not Receive Grades--NLTS data reveal that 11% of students with disabilities did not receive grades in any courses in their most recent year in secondary school. As shown in Table A-1, the receipt of grades is strongly associated with the nature and severity of students' disabilities. For example, more than half of students with low functional mental skills did not receive grades (55%), compared with only 4% of.students with high functional mental skills.

Hence, course grades "cream" the special education student population by eliminating students with more severe disabilities and lower functional skills. For example, because the students who received grades were the more capable special education students, we would expect grades to be generally higher and more similar to regular education students than would be the case if all special education students were considered.

Table A-1
STUDENTS WITH DISABILITIES WHO DID NOT RECEIVE COURSE GRADES IN THEIR MOST RECENT SCHOOL YEAR

	Students Who Did Not Receive Grades		
Student Characteristics	%	S.E.	N
Total	10.8	1.0	5591
Primary disability category			
Learning disabled	4.8	1.1	821
Emotionally disturbed	8.7	1.8	502
Speech impaired	4.3	1.5	379
Mentally retarded	24.0	2.0	846
Visually impaired	10.4	2.5	548
Hard of hearing	1.5	1.0	513
Deaf	11.1	2.0	683
Orthopedically impaired	14.9	2.7	458
Other health impaired	9.6	2.6	284
Multiply handicapped	56.1	4.0	491
Deaf/blind	78.1	6.8	66
Functional mental skills*			
Low	54.9	5.3	548
Medium	11.5	1.9	1724
High	3.6	1.0	1962
Student assigned to grade level			
Yes	5.1	.8	4619
No	65.7	3.6	941
Student attended:			
Special school for students with disabilities	54.5	3.9	1529
Regular secondary school	6.9	.8	4052

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* Parents rated on a 4-point scale youths' abilities to tell time on a clock with hands, look up telephone numbers and use the phone, count change, and read common signs. Ratings were summed to create a scale ranging from 4 to 16. High ability is defined as a scale value of 15 or 16.

Source: Grade data from students' school records. Functional abilities from parent interviews.

Potential Reporting Bias--For students who were taking a single course for two semesters and received two different grades, data abstractors recruited in schools were instructed to record the grade received in the most recent semester. However, when transcripts were obtained for a subsample of students and compared to grades reported by data abstractors on the record abstract forms, 34% of the 157 cases reviewed showed discrepancies between transcript grades and record abstract grades. The majority of these cases involved abstractors reporting the higher of two grades received for two-semester courses, rather than the most recent grade. Generally only one course per student was involved in a grade discrepancy and the grade change was virtually always only 1 grade point (i.e., a B reported as the higher grade when a C was the most recent grade). This degree of overestimation of the GPA for a given student with 7 graded courses would be .14 (i.e., the difference between a GPA of 3.0 and a GPA of 2.86). If this overestimation affected one-third of the full sample, as it did of the cases validated, it would result in a GPA overestimation of .05 for the full sample. However, because the subsample used for this comparison was small and included students from only four disability groups, it is unknown to what extent this tendency to record the more favorable grade rather than the most recent grade pervades the grade data reported here for the full sample. Further, in a handful of cases, failed courses were not included on the record abstract form because students received no credit for them. Hence, the grade data may paint a somewhat rosier picture of grade performance than students actually achieved; GPAs may actually have been marginally lower and failure rates marginally higher than those reported.

Alterations Made to the Home (Table 38)

The item related to whether alterations had been made to the youth's home to accommodate a disability were asked only of parents of youth who were reported as deaf/blind, visually impaired, orthopedically impaired, other health impaired, or multiply handicapped, as a primary or secondary disability by the school/district or parent. Parents of youth with other disabilities were not asked the item in an effort to reduce the burden of the interview and because such alterations were considered inappropriate to those disabilities. Youth with other disabilities were coded as not having had the alternations. If youth with other disabilities actually had the alterations, data would underestimate their frequency.

Variables Constructed from Multiple Sources

Secondary School Enrollment Status (All Tables)

Because the NLTS focuses on the time when youth move from secondary school into more adult experiences, the status of youth relative to secondary school is critical. The NLTS classifies youth into three categories based on their secondary school enrollment status:

- In secondary school
- Out of secondary school less than 1 year
- Out of secondary school from 1 to 2 years.

Secondary school enrollment status is based on data from two sources: the parent interview and/or school record abstract.

For 26% of youth, secondary school status is based on parent reports alone because no school record abstract was obtained. The parent interview nvolves data from two items:

A10 "Has (NAME) been enrolled in a junior or senior high school (or special school) in the past 12 months?"

A12 Is (NAME) now enrolled, or will she/he be enrolled in the fall in (junior or senior high school/this special) school?"

A youth is coded as in school if the parent responded positively to A12. A youth is coded as out of school less than 1 year if the parent responded positively to A10 but negatively to A12. The youth is coded as out of school from 1 to 2 years if the parent responded negatively to both items.

For 14% of youth, secondary school enrollment status is based on information from school records alone because no parent interview could be completed. The school record abstract reports data from the student's most recent school year. Students whose most recent school year was 1985-86 were coded as out of school 1 to 2 years as of the 1987 interview. Students whose most recent school year was 1986-87 and who were reported as completing the school year by being promoted or not (as opposed to codes indicating the student had left school; e.g., graduated, aged out, suspended, incarcerated) were coded as in secondary school. Those whose most recent school year was 1986-87 but who were reported as graduating, dropping out, aging out, being suspended/expelled or incarcerated/institutionalized, or who had withdrawn, moved, or transferred were coded as out of secondary school less than 1 year.

For 60% of youth, both the parent interview and school record abstracts were available as sources for secondary school enrollment status. Of these youth, parents and school records agreed on the school enrollment status of 4084 youth (82%), with the greatest agreement (97%) apparent for students still enrolled in secondary school. There was agreement in 77% of cases that youth were out of school, but less agreement as to the length of time they had been out of secondary school. The following decision rules were used to resolve discrepancies:

- Parent reports of youth being in secondary school were accepted if 1986-87 school records indicated the youth had withdrawn, moved, dropped out, or been institutionalized or incarcerated, assuming the parent was reporting enrollment in a different program in the summer or fall than had been attended during the previous school year.

- If the parent indicated the youth had left school up to a year earlier, and the school record indicated the student had been enrolled in the 1986-87 school year and completed the school year (whether or not promoted to the next grade level), the parent report of the youth being out of school up to 1 year was accepted, assuming the parent was reporting school completion (i.e., dropping out or graduating) that occurred after the end of the school year.

- If the parent indicated the youth had left school more than 1 year ago, but school records indicated enrollment in the 1986-87 school year, students were coded as out of school up to 1 year.

- If the parent reported the youth was still in school, but a school record indicated the youth had graduated or aged out, or if the youth was beyond secondary school age, the youth was coded as having been out of school, assuming the parent was mistakenly reporting school enrollment at a postsecondary school. If the school record was from 1985-86, the youth was coded as out of school 1 to 2 years; if the record was from 1986-87, the youth was coded as out of school up to 1 year.

- If the parent reported the youth was out of school up to 1 year, and the most recent school record abstract was for 1985-86 and indicated the student completed the school year (whether or not promoted), the parent report was accepted, assuming the student had enrolled in the 1985-86 summer or the 1986-87 school year in a different program and left in 1986-87.

- If the parent reported the student had been out of school 1 to 2 years and the school record from 1985-86 school year indicated the student had completed the year, the parent report was accepted, assuming the student had not returned to school in 1986-87.

Attended Special School for Students with Disabilities (Table 9)

Two sources of data were used to determine whether a student attended a special school serving only students with disabilities: the school record and the Survey of Secondary Special Education Programs.

The survey item asked:

> "Which of the following best describes your school?"
> Response categories included, among others, "School that only serves handicapped or disabled students."

The school record item asked:

> "What are all of the settings in which this student received educational services in the school year indicated on the cover sheet?"
> Response categories included, among others, "special school for the disabled."

Enrollment status for 16% of cases was based on the survey alone, and 6% were based on the abstract alone. For the 76% of cases (N=5742) that had both sources, there was 98% agreement between them. In other cases, the survey was the preferred source. If the survey indicated a special school, the student was coded as attending a special school, regardless of the school record. If the survey indicated the school was not a special school, the student was coded as not attending a special school, even if one of the settings of the student was a special school, assuming that attendance in that setting was secondary to attendance at the primary, regular school.

Took Occupationally-Oriented Vocational Education (Table 17)

The variable indicating whether the youth took occupationally-oriented vocational education uses two sources: the school record and parent interview. The parent interview items include the following:

> "What kinds of job training or help has (NAME) had in the past 12 months? Has he/she had...
> 1 Testing to find out his/her work interests or abilities
> 2 Training in specific job skills, like care repair or food service
> 3 Training in basic skills needed for work, like counting change, telling time, or using transportation to get to work
> 4 Career counseling (like help in figuring out jobs (NAME) might be suited to
> 5 Help in finding a job or learning to look for one."
>
> Who has given (NAME) job training or help in the past 12 months?"
> Response categories included, among others, "youth's junior or senior high school" and "a special secondary school for the disabled."

If a respondent gave a positive response to category 2 of the first item and the only source indicated for the service was a secondary school (special or regular), the student was indicated as having received occupationally- oriented vocational education from the school in the most recent school year.

The school record item involved a listing of courses the student took in the most recent school year. If a vocational course was listed, the following item was asked:

"If the student has taken vocational education classes during the school year indicated on the cover sheet, please indicate the type of vocational education taken."

Responses were coded as follows:

1 Agriculture (e.g., animal and plant science, landscaping/gardening, horticulture/nursery, forestry)
2 Distributive education (e.g., retailing, banking and finance, cashier, hotel/tourism/recreation, marketing and sales, advertising, warehousing, transportation/driver, real estate)
3 Health occupations (e.g., health care, medical and dental assistant, nursing, community and environmental health)
4 Office occupations (e.g., secretarial, clerical, typing, accounting, data processing, computer programming and operations)
5 Technical education (e.g., engineering, architecture, aeronautics)
6 Machine shop, auto and motor repair
7 Construction trades (e.g., carpentry, masonry, plumbing, wood working, metal working, welding)
8 Electrical, electronics, communication, air conditioning
9 Manufacturing, industrial arts
10 Painting, interior design/decorating
11 Graphic and commercial arts, drafting, printing, photography
12 Food services, cook, food server, hostess, dishwasher
13 Personal services, cosmetology, laundry/cleaning
14 Custodial services/janitor
15 Fireman, law enforcement, public service
16 Other (SPECIFY)
17 Career exploration, prevocational skills, work adjustment
18 Sheltered workshop, supported employment
19 Work study/experience, on-the-job training
20 Clothing/textiles
21 Child care, nursery school

If the record indicated a positive response to categories 1 through 15, 20 or 21, the student was counted as having received occupationally-oriented vocational education.

For 16% of cases, the value on this variable was based on the school record alone; for 21% of cases it was based on the parent interview alone. For 63% of cases, both sources were available. There was agreement between sources in 98% of these cases. In the event of discrepancies, a student was coded as having taken occupationally-oriented vocational education if either the school record or the parent interview met the criteria for a positive response.

This variable was used in the construction of a variable indicating whether the student was enrolled in any vocational education in the most recent year. A positive value for receiving occupationally-oriented vocational education was coded as a positive value for having received any vocational education.

Also, this variable was the basis for variables indicating the number of hours of occupationally-oriented vocational education received and whether that training was in a regular education or special education setting. Only responses based on the school record contributed to these latter two variables, because no indication of placement or amount of the occupationally-oriented training was included in the parent interview.

Support Services Received (Tables 28, 30, 32-35)

The NLTS investigated whether the youth had received the following kinds of support services: speech therapy, personal counseling/therapy, physical therapy/mobility training, help from a tutor/reader/interpreter, and transportation assistance. For each kind of service, three variables were created: whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school. In addition, the total hours of the service received in the previous year was calculated for each service only for cases having a parent interview (school records did not indicate number of hours received).

The two sources of data for items regarding receipt of services were the parent interviews and school records. The parent source involved responses to the following three kinds of questions, which were asked of the majority of respondents about each service:

> "Has (NAME) ever had (kind of service)?"
>
> "Has (NAME) had any of this (kind of service) in the past 12 months?"
>
> "Who has given (NAME) (kind of service) in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."

These items were asked for all noninstitutionalized youth regarding speech therapy, personal counseling/therapy, transportation assistance, and help from a tutor/reader/interpreter. (Institutionalized youth were those reported by parents to be living for at least one year in a hospital, mental health, or correctional facility.) Items related to physical therapy/ mobility training were not asked of parents with youth classified as learning disabled, emotionally disturbed, or speech impaired only (no other additional disabilities named by the school/district or parent) because that service was assumed not to pertain to those disabilities (see discussion in previous section). Youth with these disabilities only were coded as having not received the service ever, in the past year, or from the school, unless the school record abstract indicated otherwise.

For institutionalized youth, the following item was asked:

"Is (NAME) getting any of the following kinds of help at this place (the institution)?" Response categories included, among others:

Speech or language therapy
Personal counseling or therapy
A tutor, reader, or interpreter
Physical therapy or mobility training (e.g., help with walking or wheelchair use
Help in getting or using transportation

A positive response to a service was coded as having received the service ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school.

The school record abstract source involved the following item:

"Which of the following services did the student receive from or through the school system (this can include contracted services) during the school year indicated on the cover sheet?"

1 Physical therapy
2 Occupational therapy
3 Assistive devices or physical adaptations
4 Mental health services, personal counseling, therapy, or psychiatric care
5 Speech or language therapy
6 Hearing-loss therapy
7 Tutor, reader, or interpreter
8 Special transportation because of disability
9 Adaptive physical education
10 Health services (e.g., catheterization)
11 Testing for disabilities (e.g., psychological assessment, classroom observation
12 Social work services
00 None of the above

Responses were coded into the support services variables as follows:

If response circled:	Coded as received:
5	Speech therapy
4, 12	Personal counseling/therapy
1, 10	Physical therapy/mobility training
7	Tutor/reader/interpreter
8	Transportation assistance

Responses for approximately 16% of cases were based on the school record alone, 25% on the parent interview alone, and 59% on both sources.

In cases having two sources for these variables, the extent of agreement between the sources varied among the services and, for a given service, among the variables, as indicated in Table A-2. Agreement was generally highest for receipt of physical therapy and, for all services, was highest for services received in the previous year and lowest for services received from the school.

Table A-2
EXTENT OF AGREEMENT BETWEEN SOURCES FOR VARIABLES RELATED TO SUPPORT SERVICES RECEIVED BY YOUTH

Number of Cases Service Variables	Percentage In With Two Sources	Agreement
Received speech therapy		
Ever	4801	66
In past year	4741	80
In past year from school	4741	69
Received counseling/therapy		
Ever	4786	68
In past year	4753	80
In past year from school	4753	46
Received help from a tutor/reader/interpreter		
Ever	4769	58
In past year	4737	73
In past year from school	4737	59
Received physical therapy/mobility training		
Ever	4793	80
In past year	4774	88
In past year from school	4774	55
Received transportation assistance		
Ever	4820	55
In past year	4814	71
In past year from school	4814	46

For cases in which both sources of data were available, the following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a support service such as a tutor on an IEP, which would appear then on the record abstract, about which the parent being interviewed might simply have been unaware. Even in the case of the school providing the service, discrepancies are logically possible. For example, the parent might have been aware of a child's consultation with a school counselor and would have reported it as counseling received from the school. Such a service would not have been included on an IEP and would not have appeared on a school record abstract form.

Vocational Services Received (Tables 28, 29)

The NLTS investigated whether the youth had received vocational services, and constructed variables indicating whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school, and the hours of the service received in the previous year.

The two sources of data for these items are the parent interviews and school records. The parent source involved responses to the following three questions, which were asked for all noninstitutionalized youth:

> "Has (NAME) ever had training in job skills, career counseling, help in finding a job, or any other vocational education?"
>
> "Has (NAME) had any of this job training or help in the past 12 months?"
>
> "Who has given (NAME) job training or help in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."

> "Thinking about the last 12 months, for about how long did (NAME) receive job training from (each source named above)? During this period, about how many hours per day/week/month did the job training take place?" Total hours calculated by multiplying responses to the two questions.

For institutionalized youth, the following item was asked:

> "Is (NAME) getting any of the following kinds of help at this place (the institution)? Response categories included, among others, "job training or vocational education."

A positive response to this item was coded as receiving vocational services ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school. For institutionalized youth, the number of hours of vocational services was coded as "don't know."

The school record abstract source involved the listing of courses that the student had taken in the most recent school year (1985-86 or 1986-87). One category of courses was vocational education. If the student was reported as taking any kind of vocational training in the 1985-86 school year, he/she was recorded as "ever" receiving vocational services, but "don't know" regarding receipt in the previous year. Students reported as taking vocational education in the 1986-87 school year were coded as receiving vocational services ever, in the past year, and from the school in the past year. Hours of service received in the previous year was based on 1986-87 school records and was calculated from the school record abstract using the following algorithm:

18 (number of weeks in a typical school semester)
x hours per week student took the course
x number of semesters taken

Responses for approximately 17% of cases were based on the school record alone, 25% on the parent interview alone, and 58% on both sources.

In cases having two sources for these variables, there was agreement between the sources in about half the cases regarding receipt of services. The following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.

- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.
- For hours of service received in the past year, the higher value was taken from either the parent interview or the 1986-87 school record.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a vocational course about which the parent being interviewed might simply have been unaware.

Occupational Therapy/Life Skills Training Received (Tables 28, 31)

The NLTS investigated whether the youth had received occupational therapy or life skills training, and constructed variables indicating whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school, and the hours of the service received in the previous year.

The two sources of data for these items are the parent interviews and school records. The parent source involved responses to the following three questions, which were asked for all noninstitutionalized youth:

> "Has (NAME) ever had any occupational therapy or other instruction in life skills, other than from family members or friends? Life skills instruction might include learning to manage money or learning cooking or housekeeping skills. Occupational therapy might include help in learning feeding, dressing, toileting, or grooming."
>
> "Has (NAME) had any occupational therapy or life skills training, other than from family members or friends, in the past 12 months?"
>
> "Who has given (NAME) occupational therapy or life skills training in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."
>
> "Thinking about the last 12 months, for about how long did (NAME) receive occupational therapy or life skills training from (each source named above)? During this period, about how many hours per day/week/month did the occupational therapy or life skills training take place?" Total hours calculated by multiplying responses to the two questions.

For institutionalized youth, the following item was asked:

> "Is (NAME) getting any of the following kinds of help at this place (the institution)? Response categories included, among others, "occupational therapy or life skills training (e.g., feeding, dressing, money management)."

A positive response to this item was coded as receiving the service/training ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school. For institutionalized youth, the number of hours of training/service was coded as "don't know."

The school record abstract source involved two items:

> The listing of courses that the student had taken in the most recent school year (1985-86 or 1986-87). One category of courses was home economics and life skills training. If the student was reported as taking this kind of course in the 1985-86 school year, he/she was recorded as "ever" receiving the training/service, but "don't know" regarding receipt in the previous year. Students reported as taking such courses in the 1986-87 school year were coded as receiving training/service ever, in the past year, and from the school in the past year. Hours of service received in the previous year was based on 1986-87 school records and was calculated from the school record abstract using the following algorithm:
>
> 18 (number of weeks in a typical school semester)
> x hours per week student took the course
> x number of semesters taken.
>
> "Which of the following services did the student receive from or through the school system (this can include contracted services) during the school year indicated on the cover sheet?" Response categories included, among others, "occupational therapy."

If a positive response was given to the second item only, the student was coded as receiving the training/service ever, in the past year, and in the past year from the school. He/she was coded "don't know" for the hours of service received.

Responses for approximately 17% of cases were based on the school record alone, 25% on the parent interview alone, and 58% on both sources.

In cases having two sources for these variables, there was agreement between the sources in about half the cases regarding receipt of services. The following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.

- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.

- For hours of service received in the past year, the higher value was taken from either the parent interview or the 1986-87 school record.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a course about which the parent being interviewed might simply have been unaware.

School Completion Status (Table 37)

There are 3053 youth who are considered out of school and for whom the mode of school leaving, referred to as school completion status, is known. The school completion status variable has four categories:

- Graduated
- Dropped out
- Aged out
- Suspended/expelled

An exiter's completion status was derived from two possible sources: the parent interview and/or the school record abstract. The parent interview source involved asking the following item of parents who said youth were no longer in secondary school:

> "Did (NAME) graduate, voluntarily leave school, was (he/she) suspended or expelled or is (he/she) older than the school age limit?"

The school record abstract item asked:

> "What was this student's status at the end of the school year?" Possible responses included:
> - Graduated
> - Exceeded the school age limit
> - Completed the school year and promoted to the next grade level
> - Completed the school year but not promoted to the next grade level
> - Dropped out
> - Permanently expelled
> - Transferred/moved to another school
> - Incarcerated
> - Institutionalized due to handicap
> - Other (specify)
> - Don't know.

For 30% of cases, school completion status was based on the parent interview alone. For 16% of cases, values were based on the school record abstract alone; the school abstract response was used by collapsing responses into the 4 completion status categories as follows:

School Completion Status	Record Abstract Response
Graduated	Graduated
Aged Out	Exceeded the school age limit
Dropped out/left	Dropped out
	Withdrew
	Institutionalized
	Incarcerated
	Other
Suspended/expelled	Permanently expelled

For the 55% of cases in which both the parent interview and the school record abstract were available, there was agreement between the two sources on the youth's completion status for 78% of cases. For the remaining 22% of cases (351), the following discrepancies were noted and resolutions made:

- In cases in which the school reported the youth transferred, moved, or withdrew, the parent report was the basis for categorization because the parent would have known the final status of the youth after a move, transfer, or withdrawal from a given school.

- Schools were considered the best source of information when there was a discrepancy involving whether the youth graduated vs. aged out resulting from different interpretations of what constituted graduation vs. receipt of special diplomas for attendance.

- The parent was considered the best source of information in cases in which the school indicated the youth had completed the school year (whether or not promoted), but the parent reported a more final disposition that could have occurred, for example, because of school work done in the summer (i.e., resulting in graduation) or because of decisions made in the summer not to return in the fall (i.e., dropping out). Similarly, parents' reports of graduation were accepted when the school reported the youth dropped out or was suspended because further school work in the summer could have resulted in graduation by the time of the interview. Parent reports of a more final status (e.g., dropping out) also were accepted when the school reported what was considered an intermediate status, such as incarceration or institutionalization.

- Youth were categorized as dropouts, based on the school report, when the parent contended the youth exceeded the age limit but the youth was not old enough to have done so, or if the parent reported the youth had been suspended.

Appendix B

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH OTHER HEALTH IMPAIRMENTS

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Table 8: Percentage of youth who were still in high school or had left high school without graduating*	76.1	82.5	81.4	76.3	78.9	72.7	95.4	85.1	42.7	97.7	23.2	14.8	67.5	85.2	76.6
	(3.2)	(3.5)	(8.0)	(8.4)	(4.1)	(5.1)	(2.7)	(4.5)	(6.8)	(1.3)	(8.4)	(7.2)	(9.6)	(5.7)	(4.1)
Number of respondents	395	233	71	48	227	168	125	140	130	276	62	57	60	94	236
Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	60.4	55.9	57.4	70.9	67.8	50.9	51.1	61.9	69.0	60.3	58.9	62.1	84.2	70.8	50.9
	(3.8)	(4.6)	(10.2)	(9.3)	(4.8)	(5.8)	(6.4)	(6.2)	(6.6)	(4.4)	(10.3)	(10.5)	(7.6)	(7.3)	(4.9)
Number of respondents	382	232	71	45	219	163	125	136	121	275	56	51	58	94	229
Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:**															
Seventh grade	27.5	29.5	15.6	32.0	27.6	27.3	39.0	18.8	28.2	29.6	25.4	13.2	34.7	30.2	26.1
	(3.5)	(4.4)	(6.9)	(8.6)	(4.7)	(5.2)	(6.4)	(4.8)	(7.0)	(4.2)	(8.5)	(8.8)	(11.3)	(8.0)	(4.5)
Eighth grade	29.1	29.9	16.0	37.2	29.0	29.2	40.0	20.4	30.6	30.9	25.4	20.1	37.7	30.2	26.5
	(3.6)	(4.4)	(7.0)	(8.9)	(4.8)	(5.3)	(6.4)	(5.0)	(7.1)	(4.2)	(8.5)	(10.4)	(11.5)	(8.0)	(4.6)
Ninth grade	78.0	75.1	79.8	86.2	78.0	78.1	75.9	77.8	81.2	78.5	78.1	74.6	90.0	72.1	77.8
	(3.2)	(4.2)	(7.6)	(6.4)	(4.4)	(4.9)	(5.6)	(5.1)	(6.0)	(3.7)	(8.1)	(11.3)	(7.1)	(7.8)	(4.3)
Tenth grade	85.9	84.1	90.3	90.4	85.0	87.1	71.0	94.5	89.7	82.6	94.1	100	81.8	80.9	87.6
	(2.7)	(3.5)	(5.6)	(5.4)	(3.8)	(3.9)	(6.0)	(2.8)	(4.7)	(3.4)	(4.6)	(0.0)	(9.2)	(6.9)	(3.4)
Eleventh grade	85.9	84.1	90.3	90.4	85.0	87.1	71.0	94.5	89.7	82.6	94.1	100	81.8	80.9	87.6
	(2.7)	(3.5)	(5.6)	(5.4)	(3.8)	(3.9)	(6.0)	(2.8)	(4.7)	(3.4)	(4.6)	(0.0)	(9.2)	(6.9)	(3.4)
Twelfth grade	85.9	84.1	90.3	90.4	85.0	87.1	71.0	94.5	89.7	82.6	94.1	100	81.8	80.9	87.6
	(2.7)	(3.5)	(5.6)	(5.4)	(3.8)	(3.9)	(6.0)	(2.8)	(4.7)	(3.4)	(4.6)	(0.0)	(9.2)	(6.9)	(3.4)
Ungraded	49.5	52.9	39.5	47.6	46.9	52.7	46.0	45.8	60.4	47.3	60.1	48.5	74.1	51.8	44.4
	(3.9)	(4.8)	(9.3)	(9.2)	(5.3)	(5.9)	(6.6)	(6.1)	(7.6)	(4.5)	(9.6)	(13.0)	(10.4)	(8.7)	(5.1)
Number of respondents	368	217	83	56	210	158	119	145	104	266	64	35	44	80	204

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* Source: Parent interviews.

** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH OTHER HEALTH IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Subgroups Referenced, and Table Number(s)	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 8: Percentage of youth who were still in high school or had left high school without graduating*	75.2	73.0	81.1	68.3	76.3	84.8	83.8	65.4	79.8
	(6.6)	(6.5)	(4.3)	(7.9)	(4.5)	(5.4)	(4.9)	(6.8)	(4.9)
Number of respondents	83	92	179	70	228	85	113	109	166
Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	55.2	64.8	64.6	45.6	71.8	43.1	54.9	59.0	65.8
	(7.7)	(7.2)	(5.2)	(8.6)	(4.8)	(7.6)	(6.8)	(7.2)	(5.8)
Number of respondents	80	87	178	67	222	82	110	104	164
Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:**									
Seventh grade	34.2	22.1	22.3	36.8	25.4	26.4	33.7	25.0	25.1
	(7.9)	(6.7)	(4.9)	(9.5)	(4.8)	(7.2)	(7.0)	(6.8)	(5.7)
Eighth grade	34.2	23.2	23.5	36.8	27.4	27.6	34.5	26.3	25.1
	(7.9)	(6.9)	(4.9)	(9.5)	(5.0)	(7.3)	(7.1)	(6.9)	(5.7)
Ninth grade	82.7	72.8	74.8	77.1	80.6	73.9	81.9	76.5	76.7
	(6.3)	(7.2)	(5.1)	(8.2)	(4.4)	(7.2)	(5.7)	(6.7)	(5.6)
Tenth grade	81.7	88.9	85.0	83.9	86.7	83.2	79.8	92.0	84.8
	(6.4)	(5.1)	(4.2)	(7.2)	(3.8)	(6.1)	(6.0)	(4.3)	(4.7)
Eleventh grade	81.7	88.9	85.0	83.9	86.7	83.2	79.8	92.0	84.8
	(6.4)	(5.1)	(4.2)	(7.2)	(3.8)	(6.1)	(6.0)	(4.3)	(4.7)
Twelfth grade	81.7	88.9	85.0	83.9	86.7	83.2	79.8	92.0	84.8
	(6.4)	(5.1)	(4.2)	(7.2)	(3.8)	(6.1)	(6.0)	(4.3)	(4.7)
Ungraded	48.3	47.0	53.7	52.4	49.1	53.4	45.9	53.1	49.9
	(8.3)	(8.1)	(5.8)	(9.8)	(5.6)	(8.1)	(7.4)	(7.9)	(6.6)
Number of respondents	69	76	155	52	204	73	92	90	143

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* Source: Parent interviews.

** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH OTHER HEALTH IMPAIRMENTS (Continued)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Subgroups Referenced, and Table Number(s)	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Table 12: Percentage of youth in schools that served learning handicapped students	98.3 (1.1)	99.1 (1.0)	99.5 (1.5)	96.9 (3.6)	98.3 (1.5)	98.3 (1.7)	100 (0.0)	97.8 (2.1)	97.3 (2.6)	98.9 (1.0)	93.5 (5.5)	100 (0.0)	96.3 (4.8)	94.5 (4.3)	100 (0.0)
Number of respondents	295	172	70	44	172	123	88	113	94	211	50	31	39	67	156
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	76.9 (3.7)	68.7 (5.2)	90.2 (5.9)	90.2 (6.4)	77.3 (4.9)	76.4 (5.8)	67.3 (7.2)	88.5 (4.6)	69.3 (7.6)	75.8 (4.4)	67.0 (10.7)	98.0 (3.8)	62.9 (12.4)	63.4 (9.3)	81.6 (4.7)
Number of respondents	288	163	75	41	171	117	87	108	93	206	47	32	38	66	149
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	72.8 (3.9)	82.9 (4.2)	67.3 (9.6)	56.0 (10.5)	65.5 (5.6)	82.8 (5.1)	62.0 (7.5)	83.2 (5.2)	67.4 (7.8)	72.9 (4.6)	76.0 (9.7)	67.5 (13.0)	67.3 (12.2)	59.5 (9.6)	79.0 (4.8)
Number of respondents	289	166	72	42	169	120	87	112	90	208	48	31	37	64	155
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	91.3 (2.5)	91.7 (3.1)	99.5 (1.5)	87.2 (6.9)	92.1 (3.2)	90.4 (4.0)	97.6 (2.4)	92.9 (3.6)	82.7 (6.3)	90.4 (3.1)	91.4 (6.2)	98.0 (3.9)	85.8 (9.0)	81.3 (7.7)	94.6 (2.7)
Number of respondents	284	163	70	44	165	119	82	112	90	200	50	31	38	62	150

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH OTHER HEALTH IMPAIRMENTS (Continued)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 12: Percentage of youth in schools that served learning handicapped students	100	100	94.9	100	97.1	100	100	97.8	97.2
	(0.0)	(0.0)	(2.9)	(0.0)	(2.1)	(0.0)	(0.0)	(2.6)	(2.4)
Number of respondents	58	59	125	42	165	57	72	69	120
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	71.6	80.6	73.9	63.6	78.5	76.4	68.4	83.6	72.5
	(8.6)	(7.5)	(5.7)	(10.6)	(5.2)	(8.0)	(8.3)	(6.7)	(6.4)
Number of respondents	52	55	126	41	160	54	64	68	120
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	76.3	77.9	64.6	81.6	67.8	79.2	72.6	78.9	68.1
	(8.0)	(7.8)	(6.2)	(8.7)	(5.8)	(7.7)	(7.8)	(7.4)	(6.7)
Number of respondents	54	56	126	40	164	54	67	68	120
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	89.9	93.9	89.6	93.0	87.9	95.2	90.9	93.6	87.8
	(5.6)	(4.4)	(4.1)	(5.7)	(4.1)	(4.2)	(5.1)	(4.5)	(4.7)
Number of respondents	55	58	119	40	161	51	65	66	118

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH OTHER HEALTH IMPAIRMENTS (Continued)

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Table 18: Percentage in schools that reported having students in need of:															
Speech/language therapy	98.3	99.4	97.0	97.9	98.6	97.8	100	97.9	97.1	98.4	96.2	100	97.6	100	98.3
	(1.1)	(0.8)	(3.5)	(3.0)	(1.4)	(2.0)	(0.0)	(2.0)	(2.8)	(1.3)	(4.3)	(0.0)	(4.0)	(0.0)	(1.5)
Physical therapy	75.2	82.3	64.7	68.4	71.4	80.5	81.9	72.0	74.0	75.2	85.4	61.0	96.1	79.4	74.3
	(4.0)	(4.4)	(10.1)	(9.9)	(5.5)	(5.5)	(6.3)	(6.6)	(7.2)	(4.7)	(7.9)	(13.3)	(5.0)	(7.9)	(5.6)
Occupational therapy	77.5	81.9	71.8	71.9	72.6	84.3	86.3	75.3	72.7	77.5	90.7	58.9	96.0	79.0	77.0
	(3.9)	(4.5)	(9.4)	(10.0)	(5.5)	(5.1)	(5.7)	(6.4)	(7.4)	(4.6)	(6.6)	(13.4)	(5.1)	(8.0)	(5.4)
Hearing-loss therapy	70.0	81.6	42.6	69.1	69.3	71.0	78.7	64.1	69.9	72.2	72.5	48.9	84.2	76.5	71.0
	(4.2)	(4.5)	(10.4)	(9.9)	(5.6)	(6.4)	(6.6)	(7.2)	(7.6)	(4.9)	(10.3)	(14.1)	(9.5)	(8.5)	(5.8)
Psychotherapy/counseling	95.2	97.4	96.0	89.9	95.3	95.1	92.0	95.5	97.8	95.1	93.5	98.2	97.0	92.0	96.4
	(1.9)	(1.8)	(4.2)	(6.4)	(2.6)	(3.0)	(4.4)	(3.0)	(2.4)	(2.3)	(5.8)	(3.6)	(4.6)	(5.4)	(2.3)
Medical services	84.3	89.7	65.8	88.1	82.5	86.8	89.7	81.7	82.5	84.9	92.2	66.2	93.9	84.2	85.4
	(3.3)	(3.5)	(10.0)	(7.1)	(4.6)	(4.7)	(4.8)	(5.6)	(6.5)	(3.8)	(6.1)	(13.8)	(6.2)	(7.1)	(4.4)
Adaptive physical education	91.9	93.7	96.1	85.2	90.3	94.0	88.5	92.0	95.2	91.4	91.4	96.3	100	92.1	90.8
	(2.4)	(2.7)	(4.0)	(7.6)	(3.5)	(3.2)	(5.0)	(3.9)	(3.5)	(2.9)	(6.3)	(5.2)	(0.0)	(5.2)	(3.5)
Social work services	95.2	96.6	92.5	93.6	95.0	95.4	90.3	95.8	99.0	94.1	98.6	98.1	100	90.1	95.3
	(2.0)	(2.2)	(5.7)	(5.4)	(2.8)	(3.0)	(5.0)	(3.0)	(1.7)	(2.6)	(2.8)	(3.9)	(0.0)	(5.9)	(2.8)
Special transportation	93.6	94.2	93.4	93.1	92.9	94.6	93.8	93.3	93.8	93.2	97.6	90.6	100	95.7	93.1
	(2.2)	(2.6)	(5.1)	(5.4)	(3.0)	(3.1)	(3.8)	(3.6)	(4.0)	(2.6)	(3.4)	(8.0)	(0.0)	(3.9)	(3.1)
Human aides or tutors	96.9	95.7	95.9	100	96.6	97.4	96.2	97.6	96.7	96.8	97.8	96.6	100	97.5	95.3
	(1.6)	(2.3)	(4.1)	(0.0)	(2.2)	(2.2)	(3.0)	(2.2)	(3.0)	(1.9)	(3.3)	(5.1)	(0.0)	(3.0)	(2.6)
Physical aids	77.0	87.2	49.3	76.8	75.2	79.4	83.7	70.9	79.4	76.4	84.7	67.3	90.4	76.4	75.6
	(3.9)	(3.9)	(10.8)	(9.7)	(5.4)	(5.8)	(6.1)	(6.8)	(6.9)	(4.7)	(8.1)	(13.7)	(7.8)	(8.7)	(5.5)
None of these	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	254	143	64	36	146	108	74	97	82	179	43	28	32	58	128
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	81.6	71.9	95.2	96.0	85.4	76.3	87.3	85.5	70.0	81.7	69.2	98.0	64.2	74.1	85.4
	(3.4)	(5.1)	(4.3)	(4.0)	(4.2)	(5.8)	(5.3)	(4.9)	(7.5)	(4.0)	(10.2)	(3.8)	(12.1)	(8.4)	(4.3)
Number of respondents	286	159	73	45	168	118	81	112	93	201	50	32	39	66	146

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 18: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH OTHER HEALTH IMPAIRMENTS (Continued)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 18: Percentage in schools that reported having students in need of:									
Speech/language therapy	100 (0.0)	98.4 (2.3)	96.8 (2.3)	100 (0.0)	96.6 (2.3)	100 (0.0)	100 (0.0)	100 (0.0)	96.4 (2.7)
Physical therapy	76.9 (8.1)	73.9 (8.5)	83.7 (5.1)	86.1 (7.7)	73.1 (5.8)	77.1 (8.3)	80.9 (6.9)	89.2 (6.0)	70.1 (7.0)
Occupational therapy	79.0 (8.0)	74.0 (8.6)	85.5 (4.9)	89.4 (6.8)	74.0 (5.8)	79.0 (8.2)	82.4 (6.9)	91.2 (5.5)	71.4 (6.9)
Hearing-loss therapy	71.6 (8.8)	72.1 (8.7)	79.2 (5.6)	69.4 (10.9)	67.9 (6.2)	82.7 (7.3)	81.7 (6.9)	74.7 (8.5)	67.2 (7.1)
Psychotherapy/counseling	94.1 (4.6)	96.4 (3.5)	96.7 (2.4)	96.6 (4.2)	93.1 (3.3)	100 (0.0)	96.3 (3.4)	93.8 (4.6)	95.5 (3.1)
Medical services	88.8 (5.9)	77.7 (8.1)	89.5 (4.1)	97.9 (3.3)	81.3 (5.1)	86.7 (6.4)	90.3 (5.1)	92.4 (5.1)	77.7 (6.3)
Adaptive physical education	92.4 (4.9)	92.7 (4.8)	93.7 (3.2)	93.0 (5.6)	90.3 (3.7)	94.7 (4.2)	90.5 (5.0)	96.5 (3.5)	91.4 (4.1)
Social work services	93.9 (4.6)	99.4 (1.5)	92.9 (3.7)	96.5 (4.3)	91.5 (3.8)	100 (0.0)	96.5 (3.2)	94.9 (4.4)	92.3 (4.2)
Special transportation	92.8 (4.9)	94.9 (4.2)	97.5 (2.1)	89.3 (7.0)	94.3 (3.0)	95.8 (3.7)	94.7 (3.8)	96.7 (3.3)	93.3 (3.7)
Human aides or tutors	95.8 (3.7)	100 (0.0)	95.6 (2.8)	96.6 (4.2)	97.3 (2.1)	94.6 (4.2)	98.0 (2.4)	95.4 (4.0)	95.8 (3.0)
Physical aids	78.7 (8.2)	71.0 (9.0)	77.6 (5.8)	81.0 (9.2)	67.3 (6.2)	95.7 (4.0)	83.6 (6.7)	82.5 (7.7)	69.5 (6.9)
None of these	100 (0.0)	100 (0.0)	100 (0.0)	100 (0.0)	100 (0.0)	100 (0.0)	100 (0.0)	100 (0.0)	100 (0.0)
Number of respondents	48	50	105	36	137	48	62	54	100
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	80.6 (7.7)	79.7 (7.7)	78.9 (5.3)	62.0 (11.0)	86.5 (4.3)	77.7 (8.0)	79.5 (7.0)	77.4 (7.7)	80.2 (5.8)
Number of respondents	51	55	125	39	162	52	67	66	117

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Subgroups Referenced, and Table Number(s)	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Table 26: Percentage in schools with life skills programs that served students who were:*															
Mildly learning handicapped	70.0	67.7	74.2	70.1	70.2	69.6	72.8	69.4	67.8	66.7	83.9	74.7	82.8	60.5	69.4
	(4.0)	(5.1)	(8.9)	(9.7)	(5.3)	(6.2)	(6.8)	(6.5)	(7.7)	(4.8)	(8.1)	(12.0)	(9.6)	(9.4)	(5.5)
Severely impaired	42.8	41.2	31.0	51.7	43.5	41.7	35.5	36.7	60.3	38.3	57.2	57.8	67.3	58.7	30.2
	(4.3)	(5.4)	(9.4)	(10.6)	(5.8)	(6.7)	(7.3)	(6.8)	(8.1)	(5.0)	(11.0)	(13.7)	(11.9)	(9.5)	(5.4)
Sensorily or physically impaired	46.1	44.0	47.5	47.8	40.1	54.5	48.0	40.2	53.3	39.8	74.0	54.5	66.1	52.4	38.8
	(4.4)	(5.4)	(10.2)	(10.6)	(5.7)	(6.7)	(7.6)	(6.9)	(8.2)	(5.0)	(9.7)	(13.8)	(12.0)	(9.6)	(5.8)
Number of respondents	293	170	72	42	173	120	89	112	92	209	50	31	39	66	154
Table 36: Percentage of youth that had:**															
Any graded classes	87.0	89.6	80.5	93.4	85.1	89.8	89.8	90.6	78.7	86.6	88.3	87.2	61.1	75.6	96.5
	(3.0)	(3.4)	(8.3)	(5.3)	(4.1)	(4.1)	(4.9)	(4.0)	(6.6)	(3.5)	(7.5)	(8.1)	(12.8)	(8.1)	(2.3)
Graded regular education classes	71.7	70.0	69.0	82.4	67.0	78.4	77.6	80.7	51.7	71.0	66.5	80.6	36.6	50.5	89.2
	(4.0)	(5.1)	(9.7)	(8.1)	(5.4)	(5.6)	(6.7)	(5.4)	(8.1)	(4.7)	(11.0)	(9.6)	(12.7)	(9.4)	(3.8)
Graded special education classes	52.8	57.7	46.6	52.3	56.3	47.7	59.4	50.0	51.0	57.1	46.7	33.5	52.1	61.8	49.4
	(4.4)	(5.5)	(10.5)	(10.6)	(5.7)	(6.8)	(7.9)	(6.8)	(8.1)	(5.2)	(11.7)	(11.5)	(13.2)	(9.1)	(6.2)
Number of respondents	293	164	68	42	175	118	80	118	95	203	45	40	36	69	143
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	70.5	77.8	65.6	56.7	69.3	72.2	56.1	79.9	69.1	72.8	72.4	53.1	73.9	61.2	75.9
	(4.2)	(4.7)	(10.9)	(11.1)	(5.5)	(6.4)	(8.5)	(5.8)	(7.6)	(4.8)	(10.9)	(13.0)	(12.3)	(9.8)	(5.4)
Number of respondents	267	157	57	38	161	106	71	105	91	187	41	35	32	60	136
Tables 28, 37, 40 and 41: Percentage of youth who were:***															
In secondary school	69.5	80.1	72.0	64.0	74.9	62.7	93.3	80.6	31.1	100	0.0	0.0	65.0	80.4	72.2
	(3.2)	(3.6)	(8.4)	(8.7)	(4.1)	(5.1)	(3.0)	(4.6)	(5.9)	(0.0)	(0.0)	(0.0)	(9.4)	(6.3)	(4.2)
Out of secondary school a year or less	13.5	11.3	15.9	20.1	9.8	18.0	2.9	13.8	23.4	0.0	100	0.0	10.5	12.0	14.2
	(2.4)	(2.9)	(6.8)	(7.3)	(2.8)	(4.0)	(2.0)	(4.0)	(5.4)	(0.0)	(0.0)	(0.0)	(6.0)	(5.1)	(3.3)
Out of secondary school 1-2 years	17.0	8.6	12.1	15.9	15.2	19.3	3.7	5.6	45.5	0.0	0.0	100	24.5	7.6	13.6
	(2.6)	(2.5)	(6.1)	(6.6)	(3.4)	(4.1)	(2.3)	(2.7)	(6.3)	(0.0)	(0.0)	(0.0)	(8.4)	(4.2)	(3.2)
Number of respondents	467	248	85	58	267	200	146	165	156	314	72	81	65	98	250

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* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

** Source: Students' school records.

*** Source: Parent interviews and students' school records.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH OTHER HEALTH IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Subgroups Referenced, and Table Number(s)	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 26: Percentage in schools with life skills programs that served students who were:*									
Mildly learning handicapped	62.2	66.7	76.5	70.5	67.4	73.5	66.5	78.8	64.7
	(8.8)	(8.7)	(5.5)	(9.9)	(5.8)	(8.1)	(8.0)	(7.3)	(6.9)
Severely impaired	34.5	43.9	52.1	44.3	47.2	31.7	33.6	43.7	49.7
	(8.6)	(9.2)	(6.5)	(10.8)	(6.2)	(8.6)	(8.0)	(8.9)	(7.3)
Sensorily or physically impaired	42.6	41.3	53.0	45.7	44.5	46.4	44.5	51.1	42.9
	(9.0)	(9.1)	(6.5)	(10.9)	(6.2)	(9.2)	(8.4)	(9.0)	(7.2)
Number of respondents	58	58	124	42	162	57	71	69	118
Table 36: Percentage of youth that had:**									
Any graded classes	86.3	91.6	82.4	80.3	83.5	95.6	89.4	88.9	82.1
	(6.7)	(5.2)	(5.1)	(8.6)	(4.8)	(3.8)	(5.5)	(5.4)	(5.9)
Graded regular education classes	75.5	79.3	68.5	63.6	71.1	78.2	75.3	73.3	67.8
	(8.3)	(7.5)	(6.2)	(10.4)	(5.8)	(7.6)	(7.6)	(7.6)	(7.2)
Graded special education classes	56.9	56.3	45.3	50.2	49.3	59.7	52.4	56.6	51.4
	(9.6)	(9.2)	(6.6)	(10.8)	(6.4)	(9.0)	(8.8)	(8.5)	(7.7)
Number of respondents	51	58	120	43	153	57	65	76	106
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	64.9	74.9	71.8	71.8	72.9	72.9	74.9	66.8	73.4
	(9.5)	(8.3)	(6.3)	(9.8)	(6.0)	(8.7)	(7.9)	(8.5)	(7.0)
Number of respondents	48	54	109	42	138	50	61	69	98
Tables 28, 37, 40 and 41: Percentage of youth who were:***									
In secondary school	74.3	68.4	74.4	67.5	70.3	78.6	78.1	61.4	76.6
	(6.3)	(6.6)	(4.7)	(7.6)	(4.6)	(5.9)	(5.4)	(6.7)	(5.1)
Out of secondary school a year or less	10.1	16.7	12.1	18.3	14.8	4.6	9.0	19.4	10.2
	(4.3)	(5.3)	(3.5)	(6.2)	(3.5)	(3.0)	(3.7)	(5.5)	(3.6)
Out of secondary school 1-2 years	15.6	14.8	13.5	14.2	14.9	16.8	12.9	19.2	13.2
	(5.2)	(5.0)	(3.7)	(5.6)	(3.6)	(5.4)	(4.3)	(5.4)	(4.1)
Number of respondents	93	99	183	77	252	92	121	117	173

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* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.
** Source: Students' school records.
*** Source: Parent interviews and students' school records.

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